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The Black Christmas of 1905.

"Peace on earth, good will toward men!"—How like hollow mockery this legend on the oriflamme of Christianity does sound in these days. With wars and rumors of war all around us, where is peace? But worse than all this—thousands of men and women and children of the people who gave to the world the Bible—the brothers and sisters of Jesus of Nazareth—are horribly mutilated and murdered by baptized members of "the holy Eastern Church," and not one word of protest is uttered by organized Christianity. What is the matter with the Young Men's Christian Associations, the Christian Endeavorers, the Epworth Leaguers, and all the other societies of professed Christians? Are they willing to go on record as having stood idly by while a most shocking carnage was carried on in the name of Christ? The blood of the innocent children of Judah is crying to heaven; are our Christian churches so deaf that they cannot hear? In the very week when a much-heralded Inter-Church conference was held, the newspapers were filled with sickening details of the massacres in Russia. There was time and spirit enough to quarrel over the title of Unitarians and Universalists, but nothing was done to arouse the Christian world to a proper appreciation of its professed mission of justice and peace! Oh, the cowardliness of it!

There is no hiding this time behind the flimsy excuse that the slaughter of Jews in Russia is a purely political matter. The throne of Russia has revealed its weakness. The true power in the empire is the Church. One word from the ecclesiastic authorities to the priests thruout the realm could have stopped the bloody work. Not only did the Church not make any attempt to stop the brutal assassins, but much of the responsibility for having

instigated the killing can be traced to anti-Semitic priests. The children of Russia have had drilled into them from early childhood the vicious lie that the Jews crucified their God. Not infrequently the hour of divine service, instead of cultivating peace and good will toward men is turned to the incitement of hatred against the Jews. The blood of the murdered children of Judah is upon "the holy Eastern Church."

Let us listen to the dastardly explanations given by the murderers and their abettors and protectors. The Jews, they say, are responsible for the spread of anarchy, which has destroyed the power of the throne and of the Church and is threatening to disintegrate the Russias. There is no doubt that the Jews have been the disseminators of discontent. Can any reasonable being expect them to be content oppressed as they are and under the atrocious indignities heaped upon them at all times? Shall we deny them the most elementary human feelings? Their discontent should have served the Russian Church as a warning to preach charity to its members. The discontent was indirectly fed by the intolerance nursed by state and church. The "loyalist" anti-Semitists are their own accusers.

It is argued that the Jew does not labor with his hands. Strange! After denying the Jew almost every opportunity to make an honest living, he is accused of not doing what all conditions were combined to prevent him from doing. Circumstances compelled him to live largely by his wits. Shall he be denied the breath of life?

Still another popular prejudice kept to the fore in attempts to account for the bitter feeling against the Jews, is that they acquire wealth by dishonest financial manipulation. With about a half a million



"ADAGIO CONSOLANT." From the Music Lovers' Treasury. Dana Estes & Co., Boston

of Jews in New York city alone, how many of them can compare in matters of this nature with the non-Jewish "frenzied" financiers brought into the limelight by Mr. Lawson and by the insurance investigation now under way?

But why discuss such trivial matters, as if they could possibly be magnified into reasons for the murderous work done in Russia. The plain fact is that professed Christians have slaughtered thousands of people of the Jewish faith and race. When the Turk murders Armenian Christians in the same fashion there is at least a stirring of the Christian churches in our own land, and voices are raised calling upon the political powers to suppress the atrocities. How much more does it behoove organizations of Christians to protest when crimes are committed on a shockingly large scale in the name of a Christian civilization.

With the Christmas season of 1905 upon us we must bow our heads in shame. "Peace on earth, good will toward man!" Have we made no greater progress after nineteen centuries? Arouse ye, who follow the banner of Jesus of Nazareth!

If it were not for the children, who must not lose the full measure of the joyousness of the season, I would say let us drape the churches in mourning, and instead of the holly let us hang up myrtle wreaths. For the children's sake we will put aside all thoughts of bitterness. But it would be most appropriate to set aside one Sunday in December as a day of mourning for the murders committed in the name of Christianity in recent days. Will the churches act?

"Peace on earth, good will toward men!" The common schools will teach this gospel of humanity, once they comprehend their glorious opportunities.



THE WOLF OF SAINT FRANCIS.
From a painting by Luc Olivier Merson.

From "Romance of French Abbeys." G. P. Putnam's Sons.

Freed from sectarian considerations, they have a broad foundation to build upon: theirs is the privilege to preach and practice the brotherhood of man. Two generations more of the common school idea, developed in its whole logical scope, will see us nearer to the ideal pictured by Isaiah than the world has ever been before. "How beautiful upon the mountains are the feet of him that bringeth good tidings, that publisheth peace; that bringeth good tidings of good, that publisheth salvation; that saith unto Zion, Thy God reigneth!"

OSSIAN H. LANG.

The most serious danger that can befall a teacher is close specialization. It is like trying to keep warm at a single little candle. The pupils of such a teacher are to be pitied, too. But they have a broadening life before them, and so the danger to them is not so great. The primary teacher who cares for nothing but primary material, the grammar school teacher who wants everything cut and dried for her special work are in a like deplorable state of mind. Aside from starving their souls, they sin against the school. For the school is an organism; one division fitting closely to and into all that precedes and follows it. The kindergartner who does not inform herself concerning the school in which her charges are to continue their life is as neglectful of her full duty as is a pastor who cares only to have attentive listeners for his Sunday sermon. The grammar school teacher is as much in need of an understanding of the primary school's work as is the primary teacher. Keep the eye on the school as a whole.

Square dealing need not shun the light. Superintendent Cooley of Chicago has made it the rule of his official life to do everything openly and above board. There is no difficulty in getting at him. He is never too busy to see teachers or anyone else who is in need of a word with him. He has a tremendous task on hand. But he has proved himself equal to it.

Dr. Irwin Shepard has been quite ill. Everybody will be glad to hear that he is steadily gaining in strength and will soon be his good self again.

New York State teachers expect to have a rousing meeting at Syracuse the week after Christmas.

On November 18, President Lyman A. Best, of the Brooklyn Teachers Association was honored by a complimentary reception and dinner.

An extensive exhibit of geographical material, including text-books, reference books, geographical readers, maps, globes, and other illustrative material will be held at the New York University School of Pedagogy, Nov. 24 to Dec. 2, inclusive. This exhibit will be open to the public. A special invitation is extended to superintendents of schools, principals, and teachers to inspect it. It will be open on school days from 10 to 12 and 2 to 5, and on Saturdays from 9 to 4 o'clock. All the leading publishers of geographical text-books, of maps and other material; will participate in the exhibit; and it will furnish teachers and school officials a very convenient opportunity of looking over in one place the best books and material of this kind in the market. The exhibit will be open all thru Thanksgiving week, except on Thanksgiving day.

High School and College.

In a recent paper, Pres. Charles F. Thwing of Western Reserve university said that the reverence of the American people for education is seen in the attention paid by them to the schools of every kind of grade. But this reverence is possibly the most marked in the attention given to the high school and the college.

In 1890 the number of students in both public and private high schools was 367,003; in 1895, 539,712; 1900, 719,241; 1903, 776,635. The increase he shows also continued in the year just past.

In all cases the percentage of increase in the number of students in the high schools was greater than the percentage of increase in the population.

This large increase, continues President Thwing, is made despite the vast falling out of students from each class in the high schools. Of the entire attendance of the high schools almost one-half, or 43 per cent., is found in the first year; one-fourth, or 26 per cent., in the second year; one-fifth, or 18 per cent., in the third year, and about one-eighth, or 13 per cent., in the fourth year. The devastation of numbers in each class of a high school is alarming and significant.

These facts with reference to the increase of attendance at high schools are good in themselves. They are good as a prophetic indication of the crease in the colleges. Most students enter college thru the door of the preparatory school and not from raining of private tutors. The preparatory school is usually the public high school. In the last decade the colleges have vastly increased these students. From 1890 to 1900 the population increased 22 per cent. In thirty of our leading colleges the increase in the enrollment was about three times this proportion.

From the college year 1894-1895 to the last college year the percentage of increase of students in some thirty important colleges of liberal learning was 56 per cent., and in schools of engineering it was 162 per cent.

"The increase in the attendance of the high schools and other causes indicate that the increase in attendance of the colleges is still continuing. Behind the colleges are the high schools, great and small of every city and of almost every township, becoming each year larger. Behind the high schools are the people who are determined that the children of each succeeding generation shall receive an education better than that received by the children of the generation preceding. The high school and college working together are to lift American life thru this vast enrollment, into greater strength, beauty, and richer appreciations."

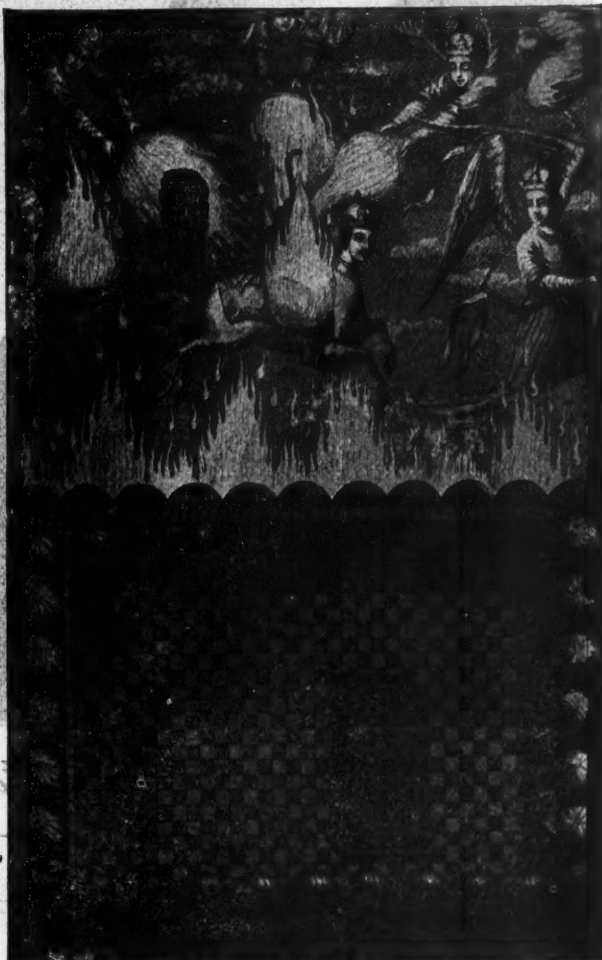
Our Duty to the Immigrant.

One of the inspiring addresses delivered at Chautauqua last summer was under the title of "Work and Play as Factors in Education," by Jane Addams. The quotation given below is taken from the November *Chautauquan*, which contains the address in full:

"Of course we all know that never before in the history of the world has there been such a passing to and fro on the face of the earth, largely because such migration has never before been possible from the transportation standpoint. A man and his family can come from Naples in eighteen days, and in certain seasons for eighteen dollars. Asiatics, as well as Europeans, are coming to us every year, but we for the most part know little about them, and are slow to bid them welcome on the deeper side of things. We accept their labor in the building of railroads.

We accept their muscle in our factories; in the doing of our heavy work. The finest spinning which is being done in America at this moment is coming from Lowell and is being done entirely by Greeks. We accept all these things from them and yet, unless we take heed, we are going to miss from them the very best they can give us, to ignore their long reserves of experience in lines such as we do not have. Unless we take some pains to teach them somewhat of our language and learn somewhat of theirs, a whole generation will live and die without any genuine relation between us. And it is because this great school, this great Chautauqua experiment, consists largely of adults, of people who have kept their minds open, who have been able to widen themselves in new directions as they have grown older, of people who believe that education is not merely preparation, that I venture to state that the people here are the ones who will most readily understand this great demand which is coming to us adult Americans that they will come to understand the peoples from all parts of the world and to find out what it is that they have that will be of benefit to us, to respond with that which will be of benefit to them, until we are all ashamed of ourselves when we are separated by differences of language or differences of dress and manner, or when we are content to go along day by day and say no word of fellowship."

Coventry, says *The School Guardian* (London), will have one thousand school children learn swimming next year.



The Ascension of Mohammed.

An Illustration from "Mohammed and the Rise of Islam," Published by G. P. Putnam's Sons.

From D'Osson's "Tableau General de l' Empire Othoman."

Our President's Photograph.

By Mattie Griffith Satterie.

Upon the occasion of President Roosevelt's last visit to my school he expressed a great interest in manual training. The date of this memorable visit was Dec. 19, 1900. Our distinguished guest had just been elected vice-president of the United States, altho his term of office as governor of New York state had not expired. The President had honored us before, just two years back, and it was characteristic of Mr. Roosevelt that he remembered every detail of the former visit, asked about certain children who had particularly attracted his attention, inquired kindly after several poor families of whom I had spoken and for whom his generous sympathies had been enlisted. On this never-to-be-forgotten visit the President had expressed deep interest in the first attempts the boys had made in pyrography, chair-caning, and basketry.

After our gracious visitor had departed, while we were still under the spell of his wonderful magnetism and charm, one of the boys eagerly asked if they might make a little stamp-box and weave a book-

mark in the form of a fan, and send these little gifts to "Our President." As enthusiastic as the boys, I entered with delight into the plan. However, when I discovered that every boy in the pyrography class wished to make a stamp-box in the shape of a little cottage, and a fan book-mark, there being thirty boys in the class, I interfered, to save the President from inundation. Of course I was obliged to be most tactful in my suggestions. Accordingly, I said, in my silkiest and most conciliatory tones, "I know the President would be delighted to see all your work, and he will also be glad to hear you are all working so well and earnestly. At the same time we would worry our good friend and President if we sent him *thirty* stamp-boxes and *thirty* fan book-marks. I think we will do this: The boy whose work is the best, whose work all of the teachers as well as myself think is the best, shall be sent to Washington, to our president."

There was a great deal of discontent at this suggestion, but I overcame that state of feeling by argument and judicious praise. The boys finally accepted this arrangement and were cheerfully contented. Everyone in the class tried bravely. The one whose work was accepted as the best was a certain Giovanni, who had been in this country only fourteen months. Giovanni's stamp-box and book-mark were made into a package, Giovanni's name having been appended to his work, and the package was dispatched to the president at the White House. Very soon this letter of acceptance was received by the proud Giovanni. It ran as follows:

WHITE HOUSE, WASHINGTON, D. C.

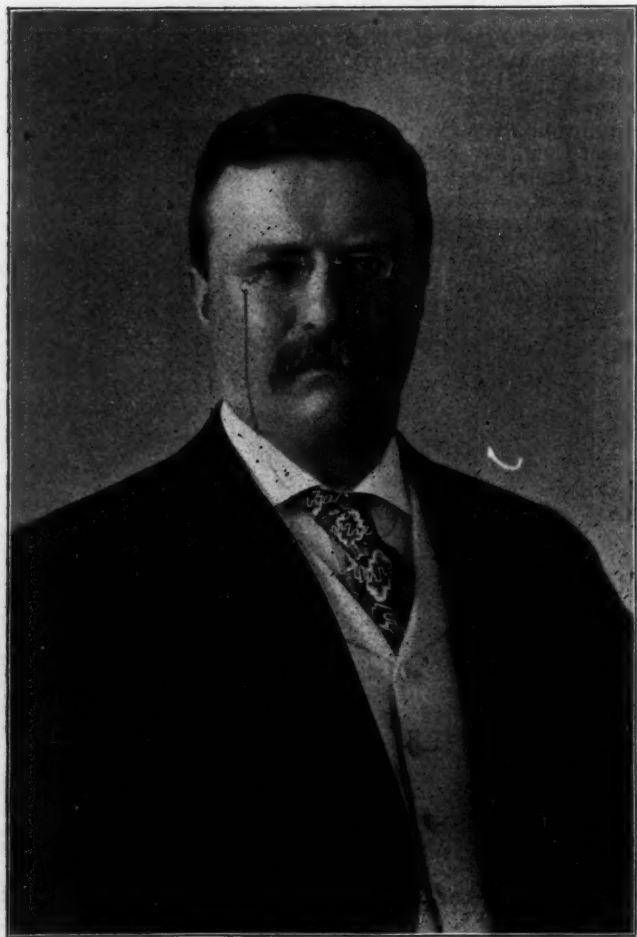
Nov. 10, 1901.

My dear young friend:

The little cottage and fan not only pleased, but touched me very much. As a slight token of my regard and friendship I am sending you my photograph.

With warm remembrances to Miss Satterie and the school,
Sincerely your friend,

THEODORE ROOSEVELT.



Upon the arrival of the photograph and the letter the entire school went wild; teachers and children alike. Amid the general enthusiasm poor Giovanni, in a moment of noble generosity, offered picture and letter to the school; but added, wisely, "until I am big."

The offer was accepted amid a whirl of grateful pleasure. The photograph and letter were framed and placed in a space above my desk. This place became a shrine to the school, and the neighborhood as well. Giovanni, the possessor of letter and photograph; in a few months was promoted to another school, but he allowed us to keep his distinguished gift in the place of honor, as the guiding star of the school and neighborhood.

Nearly four years later, Giovanni presented himself at my official desk. He had grown to be a tall; handsome lad. His pleasant face sparkled with intelligence and amiability. After a polite greeting, he said; "I have come to ask for 'Our President's' letter and photograph. I have left it here for the improvement and uplifting of the children all this time. Now I realize what a treasure it is, and I am anxious to take it with me."

*20 Miss Mattie Griffith Satterie
with all good wishes from
Theodore Roosevelt
July 7th 1905*



He then told me he was studying for the Roman Catholic priesthood; in Allegheny, Pa. He wished to take his treasure back with him to the seminary in September. There was nothing to be done but to give back to Giovanni our guiding star. It was done, and desolation reigned in the ranks of the school. At last, to pacify the grieving teachers and children, I said I would actually write to Oyster Bay, where the president was then, and humbly beg for another.

I had the audacity to perform this daring act. Very shortly after the appeal was made a fine photograph of the president was sent me, with an autograph inscription. Words cannot describe the delight of the school when the picture was exhibited to them in September. As we gaze upon the treasured photograph we ever think of the grandeur of the man who when burdened beyond belief by national and international cares and trials, yet paused to make happy these children of the poor!



Theodore Roosevelt's Chair in History.

Mr. James Speyer, of New York, has given \$50,000 to the trustees of Columbia university to establish the Theodore Roosevelt professorship of American History and Institutions in the University of Berlin.



An outdoor portrait of Theodore Roosevelt, the great American hunter. A remarkable illustration from a remarkable book, "Outdoor Pastimes of an American Hunter," by Theodore Roosevelt. Copyrighted by Charles Scribner's Sons.



"The gray fox was leading bravely."

From "The Race of the Swift." Published by Little, Brown & Co., Boston.

In return the German government will establish at Columbia a professorship of German History and Institutions.

This arrangement grew out of an interview which Dr. Butler had with the German emperor last August.

The Columbia trustees have nominated, as the first incumbent of the chair, John William Burgess, Ph. D.; LL. D., Ruggles Professor of Political Science and Constitutional Law, and Dean of the Faculty of Political Science in Columbia.

Commenting on Mr. Speyer's gift and the plan, President Butler says:

"We feel that Mr. Speyer has made it possible, for the first time, to carry out in the best possible way the suggestion of the German emperor that there should be an interchange of professors between German and American universities. For a number of years past the American universities have invited distinguished foreign scholars to lecture in America, and occasionally an American scholar has lectured abroad. Such an interchange of academic courtesies is agreeable and helpful, but of course it has only a limited educational value. What is really needed is the careful, systematic, and scientific presentation of the culture of the one people to students of the other, in the language that the students most fully understand. This is what Mr. Speyer makes possible by his endowment of the Theodore Roosevelt Chair of American History and Institutions in the University of Berlin. American constitutional history will be the first subject treated. It is hoped that in succeeding years the economic development and problems of the United States, the educational system, and the industrial and commercial expansion will be treated by competent professors. The Theodore Roosevelt Professor will not only give a regular course of university lectures, but he will also hold a seminar for the benefit of those students who desire to go more fully into the details of his subject. On the other

hand, American students will be able to hear the most accomplished scholars of Germany present here, in scientific fashion, an exposition and criticism of the history and culture of the German people.

"Mr. Speyer's gift seems to us both striking in its originality and splendid in its possibilities. We are not without hope that before long Columbia university will be put in position to make similar arrangements with the University of Paris and with an English university, possibly the University of

London. A formal agreement, covering the establishment of the new chair and the corresponding professorship in Columbia university to be filled annually by the Prussian government, was drawn up at Wilhelmshöhe in August last, under the personal supervision and direction of the German emperor, by Dr. Althoff, director in the Prussian Ministry of Education. Dr. Althoff entered most generously and enthusiastically into the development of the plan and it owes much to his advice and co-operation."

Nature Study in the New York Schools.

By Pauline Kaufman.

With the glory of the Spring Flower Show at the Hester street school still lingering in my mind, the announcement of another, to take place at the First street school on Oct. 12, caused me to wonder whether the latter could offer anything to compare with the former. There being but few of the flowers left, much of the beauty of color, which first attracts the eye, would have to be contributed by the

which it really resembled. Many of the other vegetables were also utterly unknown to these foreign-born pupils.

The pale purple, five-flowered gentian received a royal welcome. Shyly nestling with it, not entered as on exhibit, were a number of dear little bluets. The fringed gentian, bluer than the sky, was, as always, greeted with enthusiasm—which was extended to its dainty companion, the "ladies' tresses." Knot weed, climbing buckwheat, "butter and eggs," and various golden rods and asters, clovers, bouncing Bet, sorrel, wild carrot, sensitive plant, bone-set, witch-hazel (with leaves, flowers, and fruit on the same branch) everlasting, and the silvery brushes of baccharis made quite a showing of wild flower.

The cultivated ones included the petunia, sweet William, pansy, honeysuckle, English daisy, sweet alyssum, marigold, cosmos, hydrangia, candy tuft, hibiscus; and nasturtium, masses of snow-berries and barberries forming a background. Cranberries were still on the vine, as were the six-inch wistaria pods, and the hickory, hazel, chestnut, walnut and horse-chestnuts wore their

overcoats on their respective tree-twigs. Of the beech and betel nuts, the first elicited the remark that they looked like the tops of some country houses, and of the last it was explained that cut in slices and rolled in leaves of the betel pepper, the betel nut was the Filipinos' chewing-gum, which dyed the teeth a brilliant red at first and afterwards black.

The anemone, thimble weed, and milk-weed pods were labeled "Fruits and Seeds Carried by the



A Nature Study Class in a New York City School.—Winter Work.

autumnal foliage. This was my thought before entering the playground of the school. The reality was a delightful surprise.

The walls, usually bare, were glowing with life and color, from the green of the pines thru all the brilliant shades of autumn. Every pillar bore fruit. Apple-laden boughs covered one; another was hidden by branches of glowing persimmons. Corn was king of two, the "red ears," famed in song and story, decorating one; the other hung with the peculiar Black Mexican. The purple of the wild grape showed to advantage between posts brightened by the scarlet of the pepper and the orange of the bitter-sweet.

The exhibition of vegetables comprised brussels sprouts, radishes, turnips, kohlrabi, parsnips, cabbage, salsify, celery, parsely, carrots, endive, rhubarb, kale, onions, okra of wonderful size, squash, pumpkin, artichoke, beets seven inches in diameter, beans, peas, asparagus, and cauliflower. Seeing cauliflower hawked about in such quantity, it was surprising that this was a stranger to the children, one boy calling it lard and another souerkrout. A species of gourd was mistaken for an egg,



Winter Exhibit, P. S. 137, Manhattan, December 16, 1904.



Model of a Farm and Natural History Specimens.

Wind." Thistles, burdock, pitchforks (bidens), and tick-trefoil, "Fruits that Stick."

Seeds of the tulip tree and magnolia, "fruits of cat-brier," ash, white birch, smooth sumach, thorn, holly and poke-berry, honey-locust beans, cones of arbor vitae, larch, spruce, and red pine covered one of the tables. The wintergreen and partridge berries gave a touch of vivid color to the collection of pigeon weed, goat's-beard, reindeer lichen and club-mosses, horse-tails, ferns, and willow-galls. Here among others was the odd-looking hedgehog fungus, and here, too, were crickets, grasshoppers, the woolly bear and black sphinx caterpillars, *au naturel* and in cocoon. Various classes contributed any number of aquariums, collections of butterflies, a Florida lizard, and a wasp's nest. Sea-weed and cacti—notably the prickly pear—were also to be found.

One of the most interesting exhibits was a large board covered with budding tree-twigs of various kinds, teaching the children both to recognize the tree without seeing a leaf and to distinguish bud formations.

In the department of natural history there were coral, rocks, and minerals in daily use; crustaceans, including star-fish, mole, green, blue, lady-fiddler and horse-shoe crabs; prawns and goose barnacles, which grow so quickly that ships on a six months' voyage return with tons of them on the bottom. Thru the same source the birds of the season were also shown—the chickadee, nuthatch, song sparrow, owl, kinglet, downy woodpecker, cross-bill, English sparrow, blue jay, meadow lark, house wren, snow-bird, Baltimore oriole, red-winged blackbird, chipping sparrow, robin, chimney swift, barn swallow, Pheobe, screech owl, and many others.

Every child in this school is of foreign parentage, and with but few exceptions of foreign birth. To show what great benefit can be derived by such a child of average intellect and powers of observation in the short time it was possible to give each class in the playground, I append a composition written on the return to the class-room.

NATURE'S GIFTS ON EXHIBITION

Owing to the untiring efforts of Mrs. Northup, Miss Bellamy, Mr. Fripp and some prominent members of the Public Edu-

cational Society, a flower exhibition was held in P. S. 79, on October 12, 13, and 14.

On entering the building my nostrils were assailed by various perfumes which issued from some of Nature's gifts. On the right was a collection of Neptune's subjects. Further on was a large variety of birds and minerals. Opposite were all kinds of flowers, plants, and vegetables. There was the welcome squash, the well-known pumpkin, the turnip, carrot, raddish, parsley, and beans. Near the end of the table was a collection of mosses and lichen. Near by in a cage of barbed wire was a Florida lizard.

The pupils of P. S. 79 and neighboring schools were elated over the exhibition. They appreciated it very much. Many were the thanks showered upon Mrs. Northup and her assistants. This exhibition inspired many a boy with ambition to study and know more of Nature's wonders and gifts.

MICHAEL SINCOFF.
Grade 8B2.

Spelling Reform.

Gen. H. S. Huidekoper, a veteran of Gettysburg, formerly postmaster of Philadelphia, and now an overseer of Harvard university, has made, recently, thru the press, some useful suggestions with regard to the spelling of certain words in common use. Even practised writers often find themselves obliged to consult a dictionary in order to learn whether a terminal letter should be doubled in the participles and past tenses of verbs. We write, for example, appealed, benefited, converted, devoured, entered, kidnaped, worshiped. On the other hand, we write appalled, annulled, distilled, enthralled, excelled, referred. Why do we double the verb's terminal letter in the latter group of words and refrain from doing so in the former? Of course our present custom is to spell the words empirically, relying either on our memory or on a lexicon. Is it possible to formulate a rule by which we could at once



A Home Gardening Showing, August 18, 1905.

decide whether the final letter should be doubled? General Huidekoper suggests one. He proposes that we should let the accented syllable retain all appropriate letters, and even double the verb's terminal letter, so as to give strength and character to the syllable, unless firmness is already secured by two vowels or two consonants coming together in the syllable; and, secondly, that we should shorten, as far as possible, all syllables which are not accented, and remove therefrom all letters about which there is any question. It will be observed that in the first of the two groups of words above mentioned the accent falls upon the verb's first syllable in benefited, entered, kidnaped, and worshiped. Consequently, no duplication of the terminal letter is needed. Appealed, devoured, and converted, however, are accented on the last syllable, but in these cases the duplication of the terminal letter is not necessary, because the last syllable is already sufficiently strengthened by containing two vowels or two consonants. In the second group of words above men-

tioned the final letter is doubled because the accent falls on the last syllable.

Even to this rule, for which a great deal may be said; there are some exceptions. Thus most authorities write trammelled with two l's, and even Webster makes it an allowable alternative form. General Huidekoper himself admits that the vowels "ui" have to be treated as one vowel, if we would apply the rule to them; since we write equipped and acquitted. He also points out that the rule is not applicable in the case of adverbs or compound verbs. Thus we write equally, socially, and totally. In pursuance of the suggestion that we should remove all letters about which there is any question from

unaccented syllables, General Huidekoper would drop the u from favor and honor, altho English writers are sticklers for favour and honour. In maintaining that historical authority warrants the elision of the u he is backed by Murray's great dictionary, which is now in course of publication in England, and by Professor Lounsbury of Yale university, who between them have shown that Shakspeare in his poem of "Lucrece" used the word honor seventeen times and honour only three times; that Dryden spelled favor without the u; and that not until the eighteenth century was far advanced did Dr. Johnson and his coterie succeed in establishing the forms honour and favour.—*Harper's Weekly*.

Girls Overworked In Preparatory Schools.

Prof. John M. Tyler, of Amherst college, a well known biologist and lecturer on educational subjects recently addressed a joint meeting of the Connecticut Valley Head Masters' Club and the Connecticut Valley and Western Massachusetts Grammar Masters' Club; assembled in Springfield. During his address Professor Tyler made the statement that colleges for girls, with their rigid entrance examinations, are doing irreparable harm to the girls of the country.

It seems to make no difference, he said, how many girls are killed and left by the way in the preparatory process. If there is one girl to be graduated

at the end of the year, even tho 999 have dropped out physical wrecks, then will the elect get together and thank God for the one graduate.

I have devoted considerable time and thought to this question, Professor Tyler continued. Unfortunately, I can give no statistics, for I have not obtained them, and, in fact, it would be almost impossible to do so. Cases of overwork among young girls preparing to enter college are continually being brought to my attention; however, and I believe it is time something should be done.

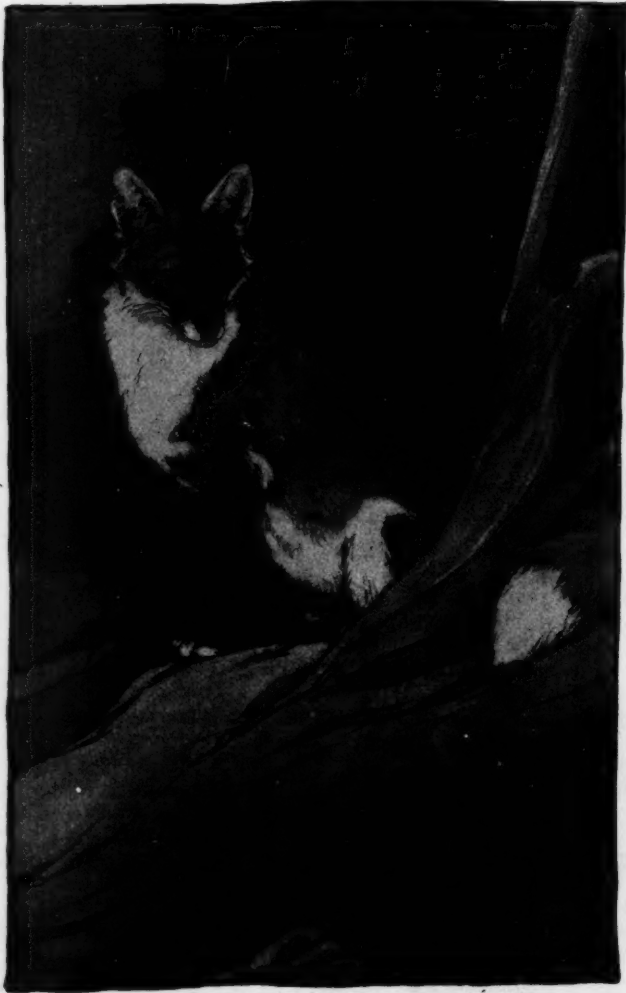
More and more young women are entering college each year, and as most of these institutions are limited in capacity they cut down the entrance class by making the entrance requirements more rigid. One college raises the requirements and the others soon follow suit. For instance, say Wellesley raises the standard, then the faculties of Vassar and Smith will say: "We don't want the dull students who can't get into Wellesley, so we will also raise our standards."

As a result, the colleges thruout the country are thus harming the young girls. It is the plain duty of women's colleges to either lower the entrance requirements; or, if this is impossible, then at least not to continually raise them until they become actually dangerous.

The great harm is not done in our colleges; but in the course of preparation. By the time the girl is in college she is old and mature enough to stand all that ought to be required of her. The great danger comes from the preparation period. When the preparation could be made entirely in the high school course or the preparatory school the danger of injury was not so great, provided the requirements were reasonable, for by the time a girl is fifteen years old she is arriving at a stage when a fair amount of work will do her good rather than harm.

But our best high schools and preparatory schools are blessed with exceedingly ambitious teachers, each one of whom desires that the girl after entering college shall carry off honors in her department. All of these teachers together frequently require more than any human being can endure. But this is not the worst. Not content with their present high requirements; almost every woman's college is raising its standard as fast as it can.

This puts a dangerous strain on the high school girl and crowds the beginning of preparation back into the grammar school stage. At this period; between the ages of ten and thirteen or fourteen; the girl is gaining very rapidly in height; which is always an expensive process. It is certainly no time



"RED FOX, SITTING SOLITARY ON HIS KNOLL, HEARD THE NOISE OF THE CHASE."

From "Red Fox," published by L. C. Page & Co., Boston.



"SEMIRAMIDE."

From "Two in Italy."

Published by Little, Brown & Co., Boston.

for increasing her burden, when she needs every ounce of vitality, strength, and energy for completing these changes.

When the work of meeting the ever-increasing requirements is as it is now, or soon must be, crowded back into the grammar grades, it certainly brings a dangerous strain upon the girl when she is least able to bear it, and when it can do the most harm. The girl is in far greater danger than the boy, for several reasons. You can't hurt the boy very much if you try, for he won't let you. The girl is more ambitious and amenable to our requirements and more conscientious and will often carry the load until she drops under it.

The statistics concerning health of college women are certainly encouraging, but what we need to know is how many become discouraged or drop by the way and how many are temporarily or permanently injured by their attempts to achieve what the colleges demand.

The conditions which confront the educator have been revolutionized in the last half century. In the middle of the century most of the people lived on farms, where they had plenty of open air and muscle exercise rather than nerve-requiring work. Going to school for fifteen weeks during the winter, without having seen more than half a dozen books during the rest of the year, the children were book hungry, and the very best system of education was to give them steady book study.

But now conditions of life have changed. The majority of the population lead sedentary lives in office or shop. The parents of the present school generation are weaker physically than their former progenitors. The children have started life with a smaller bank account of vitality. The old school gentleman who could master four bottles of port has disappeared, and we no longer make our regulation meals out of pork and beans and some more pork to top off with. This all shows that the great thing in education to-day is that the child be fortified physically even more than mentally.

The girl of ten and the boy of eleven are passing thru a stage of remarkably slow growth, in which nature is husbanding her resources against the rapid growth of the next year or two. In this growth the hands and legs grow, while the trunk changes

but little, producing the familiar gawky youth of thirteen or fourteen. Girls of these ages are particularly irritable, impressionable, and delicate. These are some of the conditions the grammar school teacher must face. Written work, social functions, too many music lessons should be tabooed. School should be freed from as many worries as possible. Women teachers are often less merciful than men, because of their bad practice of forever awakening the consciences and appealing to the honor of their girl pupils.

In a recent interview Secretary Wilson of the Department of Agriculture at Washington said that there were 5000 in our Agricultural colleges, but that these colleges are feeling their way in the dark along untraveled paths. They are fitting and trying, as carpenters built barns in old times. They will at last forge out a system by comparing notes, that will meet the requirements of producers, and be entirely new and suitable to our conditions as a people.

If you crush the instinct of possession, you get the pauper—who differs from the worthy poor not in that he cannot dig, but in that he is not ashamed to beg; if you let it grow wild, you produce the thief or the miser; but if you transform it by putting it under the dominance of conscience and the altruistic feelings, you develop the man of thrift, self-respect, independence and industry.—Dean T. M. BALLIET, School of Pedagogy, New York university.

President Angell, of Michigan university, is reported to have said that the old-fashioned liberal college education is being monopolized by women students.



From "The Heart of Lady Anne."

Published by Frederick A. Stokes Co., New York.

Are College Requirements too Great in Quantity? II.

By Wilson Farrand, Headmaster, Newark Academy, Newark, N. J.

(Continued from last week.)

I make three proposals, two at least of which are feasible. In the first place, let us call a halt in the increase which has been going on steadily for so many years. Forty years ago the requirements at Yale amounted to just 9 points, counted on the Columbia scale. They have been practically doubled in quantity, and what is true of Yale is true of the country at large. Not only have new subjects been added, but the amount of work called for in almost every study has been increased, and this has been going on right up to the present time. In fact, the increase has been especially marked in the last ten years. Two years ago, at the Boston meeting of the National Educational Association, President Eliot and President Harper, speaking on the shortening of the college course, gave utterance to substantially the same opinion. They said that with the improvement of the secondary schools, it had been possible for these schools to take on themselves much of the work formerly done in the colleges; that it was reasonable to expect that the work of the schools would be still further improved, so that in the near future still more of the work of the freshman year could be unloaded on them. The semen are high authorities, they do not speak idly, and their words carry weight; but calmly, deliberately, and with all the emphasis at my command, I register an unqualified protest. The work of the schools has improved, and we shall undoubtedly be able to improve it still more in the future, but we protest against making that an excuse for piling still more of a load on the beast that is already staggering under its burden. With better work in the elementary schools, and with the improvement of our own courses that may be confidently expected, we shall gain time, but we plead to be allowed to use this time for improving the quality of what we are already doing, and not to have new tasks piled upon us. We make this plea, not mainly that our labors may be lightened, nor

chiefly that the work of our pupils may be made easier. We make the plea in the name and for the sake of sound education. We make it because we believe that, if a smaller quantity is demanded of us, we can secure better results, we can send into college more thoughtful students, better trained, better developed, less "crammed," better fitted for the work that is before them there.

In the second place, I propose that the colleges boldly cut off some of the recent additions to individual subjects. I should be the last man to advocate such a scheme, if I felt that it involved in any degree a lowering of standard. Until very recently there has been no general standard of quality for college entrance. The statement in the college catalog has been one thing, and that which has been actually accepted has sometimes been quite another. Some colleges have maintained a high standard of quality, while others have fallen far short of it. The establishment and success of the college entrance examination board is bringing about a different state of affairs. The great work that the board is doing for education is in the setting of a definite standard of attainment in the different secondary school subjects, and this standard, it is agreed, is higher than that generally enforced hitherto by the individual colleges. Now this raising of the standard increases the difficulty of meeting the requirements, and the increase in quality added to the increase in quantity is making the present crisis still more critical. We do not complain of the demand for higher quality; we welcome it. I want to point out, however, that the improved quality makes it possible to reduce the quantity demanded without any lowering of standard. If time is limited—and time is limited in our schools—the student who covers algebra thoroughly, thru quadratics, or even to cubics, will be better grounded in the subject than the one who in the same time has gone thru logarithms, and the principle applies equally to other subjects. It is not for any one man to say just what should be cut out, tho each of us undoubtedly has his opinion. Personally, I should advocate a reduction of the requirement in Latin and Greek composition; I should not be deeply grieved by the sacrifice of some of the topics now called for in algebra; I should hail with unfeigned joy the placing in an appendix of 50 or 60 of the 70 or 80 interesting but non-essential propositions that now adorn our geometries; I could stand the shock of seeing physics become more descriptive and less mathematical; and I could even bear with equanimity the transfer of Charlemagne back to the middle ages, where he used to be before the time of the "Committee of Seven," and the restriction of ancient history to the days of antiquity. I am not, however, concerned with specific details. My present plea is for the principle. If that is once recognized, the details can be settled by conference and consultation.

In this connection two recent instances of the reduction of college requirements are worthy of note. For some years the college examinations in English have troubled us because of their insistence on a knowledge of details of the assigned books, requiring an amount of time and attention not justified by the results. Last winter the Conference on Uniform Entrance Requirements in English modified the requirement by allowing considerable choice in the books to be read and studied. Not only does this allow the selection of books adapted to the peculiar needs and powers of the class, but, since it is impossible to frame an examination testing minute knowl-



The Emperor carries William away

From Andrew Lang's "Red Romance Book."

Published by Longmans, Green & Co., 15, Ave. of the Americas, New York.

edge of so many books, it makes it necessary that the examinations shall pay less attention to knowledge of details, and lay more stress on general understanding and power of expression. This means fewer details to be held in mind, and less memorizing, but no reduction in the quality of the English demanded. The second instance is that of Yale college, which this year takes Ovid from its list of requirements, compensating for this by giving a more thoro and comprehensive examination in Latin grammar. This appears to be a reduction of quantity, but a demand for improved quality. Both these steps are significant. They are steps in the right direction, and are worthy of imitation in other lines and in other quarters.

The third proposal I make with some diffidence, for it is more radical, and is much more doubtful of accomplishment. It is that one or more of our leading colleges should squarely face the situation and reduce the requirements to 15 or even to 14 points. Such a thing would be a step backward if it meant a lowering of standard, but it would not mean a lowering of standard if it were properly safe-guarded. With the reduction in quantity should come an absolute insistence on a high standard of attainment in the subjects that remained. The number of conditions with which a student might enter should be reduced, the standard of examinations should be honestly maintained, and September examinations should be fully equal to those set in June. The practice of "cramming up" in the summer should be effectually discouraged, and, above all, the work in college should be so organized that an incompetent or improperly prepared student could not carry it successfully. Perhaps such a consummation is not to be hoped for, but I firmly believe that if this plan could be adopted our colleges would secure better prepared students than they are getting to-day.

I have made three definite proposals, to check all further increase of requirements, to reduce somewhat the quantity required in the individual subjects, and to reduce the number of subjects now called for. The third is perhaps too much to expect, but the first and second are both practical and feasible. The time is ripe for such a movement. It is in the air, and if we can but make a united and determined stand, there is every reason to hope for success.

In one sense it is a conflict, the colleges on the one hand asking for all that they can get, and the schools on the other protesting that the demands are too great. But in a deeper and a truer sense there is no conflict, for we are both seeking the same end, both striving for the same ideal. Education should

be one continuous process from the first day of school life to the awarding of the last degree. There is a break between school and college, and the bridging of this gap is a problem that concerns both alike. It is not a question of the school or the college winning a victory. The schools are not striving to wrest something from the other side. We firmly believe that if college entrance requirements were reduced in quantity, we should be able to send into college students better equipped, physically and mentally, to do the work that awaits them there, and because we believe this we make our proposal with hope and with confidence.

Religious Spirit in Secondary Schools.

"The Religious Spirit in the Secondary School" is the title of an inspiring address given by Dr. George Albert Coe, of Northwestern university, at the conference at Dartmouth college last May. The

Sir Launcelot and Elouise the Fair.



An illustration from "The Story of the Champions of the Round Table" by Howard Pyle. Published by Charles Scribner's Sons.



"The Tambourine Player," from "The Music Lovers' Treasury"

Published by Dana Estes & Co., Boston.

School Review publishes the address in full and gives the following summary, which indicates the line of Dr. Coe's remarks:

1. The high school should assume a positive attitude toward the entire content of human culture, which includes religion as an essential part.
2. This necessity is all the more pressing because of the peculiarly formative period of life to which the high school ministers.
3. The notion that public education should be secular grows out of the pre-biological mode of thought, which fails to recognize the unity of the pupil, of the teacher, and of the content of culture. Religious, as well as ethical, neutrality in the school is impossible.
4. The prime necessity is that every teacher should be positively religious.
5. Then, that each subject be taught by appealing to interests that lead on toward the highest conception of life. This is possible, even tho the content of instruction have little direct relation to religion.
6. All subjects of instruction have some positive relation, more or less intimate or remote, to the ideal interests that culminate in religion. This relation should be brought out or this interest cultivated.
7. Every class-room situation, and the whole organization and discipline of the school, stand in some relation to the universal kingdom of God. This relation may be brought out without either preaching or dogmatic instruction.
8. Special accent should be placed upon the content of studies that deal with human life in the

concrete. Here the ideal strivings of men can be brought out as a revelation of what life is.

9. Religious motives employed by all religious sects can be used in connection with the whole work and discipline of the school.

10. In general, the adolescent is to be led toward religion thru the social feelings and appreciations. Hence, the kingdom of God in the world is the central thought. Modern life brings a peculiar need of this interpretation of life's interests.

Educational Meetings to Come.

Dec. 1-2.—Association of the Colleges and Preparatory Schools of the Middle States and Maryland, at Annapolis, Md.

Dec. 18-23.—Southern California Teachers' Association, Los Angeles; President, J. D. Graham; Secretary, Miss Alice Frazier, Santa Annas.

Dec. 26-29.—Montana State Teachers' Association, Livingston; President, Lewis Terwilliger, Livingston.

Dec. 27-29.—Wisconsin Teachers' Association, at Milwaukee; Secretary, Katherine R. Williams.

Dec. 27-29.—North Dakota State Educational Association. Secretary, A. P. Hollis, Valley City.

Dec.—Florida Educational Association, Miami.

Dec. 26-28.—Kansas State Teachers' Association, Topeka. President, Thomas W. Butcher, Wellington; Secretary, Julia M. Stone, Concordia.

Dec. 26-29.—Illinois State Teachers' Association.

Dec. 26-29.—California State Teachers' Association, Berkeley. President, James A. Barr, Stockton; Secretary, Mrs. M. M. Fitzgerald, 405 Fillmore street, San Francisco.

Dec. 27-28.—South Dakota State Educational Association, Brookings. President, M. M. Ramer, Mitchell; Secretary, Mrs. J. Jones, Jr., Hot Springs.

Dec. 27-29.—New York State Teachers' Association, Syracuse. President, F. D. Boynton, Ithaca.

Dec. 26-29.—National Commercial Teachers' Federation, at Chicago. President, C. P. Zaner, Columbus, Ohio.

Dec. 27-29.—Michigan State Teachers' Association, at Lansing.



Grandma and I, with the pie, on the back seat

From Mrs. Olive Thorne Miller's charming book, "Kristy's Surprise Party," which was published recently by Houghton, Mifflin & Co., Boston, Mass., who also hold the copyright for this illustration.

Chicago Educational Notes.

By MARY RICHARDS GRAY.

It is interesting to note, in lieu of the fact that the Chicago board of education to-day owns property worth millions of dollars, that sixty years ago the only school building owned by the city was sold for \$45.

The first permanent school-house in Chicago was erected sixty years ago opposite the present site of McVicker's theater. The cost of the structure was \$7,500, and it was known as "Miltimore's folly," in derision of the man most interested in it. Skeptics declared it could never be filled; the mayor suggested that it might be utilized as a factory or an insane asylum.

The first Chicago high school was co-educational, and was established when the city was twenty years old. Boston, with all her vaunted interest in education, had no high school for girls until the commonwealth was two hundred years old.

In the development of our public school system the first mention made of physical training was in 1859, when Luther Haven, then the president of the board of education, called attention to "the curved spines, depressed chests, and worn forms common among scholars," and emphasized the fact that a sound mind requires a sound body. Hereafter immediate action was taken to provide some physical training.

The Paris Exposition of 1867 gave a new turn to the minds of educators directly interested in building up our school system. The one thing in the foreign exhibits which most impressed the commissioners was the display of technical and manual work. In 1876 three ungraded rooms for truants were opened in which sloyd was taught. From this beginning has grown the so-called fads which occupy such an important part in the present curriculum, but great as this growth has been even now not every child has an opportunity for manual training.

* * * * *

In the night schools the pupils most eager to learn are the Scandinavians. They come early and stay late and are regular in attendance. The Greeks want to make use of the English for trading purposes, consequently are faithful, but the Italians, who are mostly day laborers, are indifferent. Bohemians and Poles show a fair amount of interest.

Principals who have charge of portable schools are enthusiastic in praise of them. They are pretty, light on all sides, clean, and very comfortable.

Superintendent Cooley reports that there are seventy-five schools in the city now in which the average of attendance in each room is over fifty.

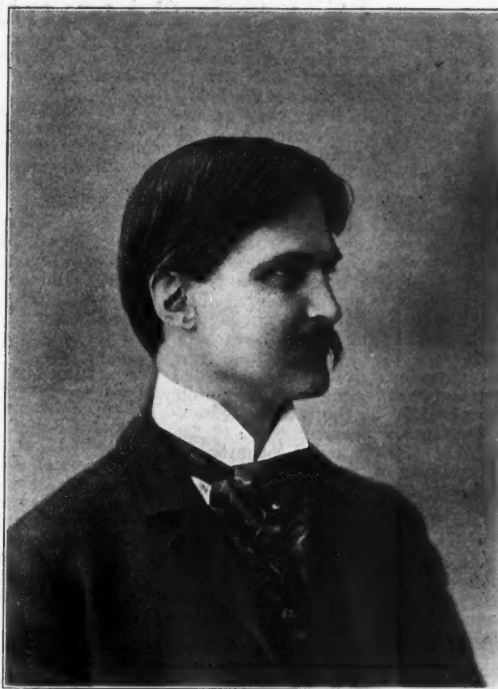
At the Vacation school exhibit the children are no longer kept there a part of the day to show how the work was done. The lectures on Tuesdays and Fridays by prominent educators will continue until the close of the month.

The Juvenile court and the board of education have agreed to work together in caring for truants and incorrigibles. The movement which brought this about originated in the necessity for new quarters for the Juvenile court, the inadequacy and inconvenience of the present Detention home, and the inability of the Parental school to provide for truants.

In the new Juvenile court building which has been decided upon, the board is to have its department of compulsory education, the child study and child labor certificate departments and also school-rooms for pupils out of the regular system temporarily on account of suspension, those for whom there are no accommodations at the Parental, and those being detained for one cause or another.

As a first move towards caring for truants and incorrigibles, Superintendent Cooley has ordered the equipping of ten ungraded rooms with apparatus for manual training and clay modeling, the idea being that almost without exception children can be reached thru their motor senses when ordinary cut and dried methods fail. In these rooms there are no seats and no desks. The pupils are to be called upon for manual work entirely. The superintendent thinks that at least fifty such rooms are needed and says that they will be made ready as soon as funds permit.

What is known as "The English Section," an advisory body of teachers, from the Chicago high schools, last March appointed a committee of three high school principals and four teachers to draft a new course of study. The second meeting for the purpose of discussing this course of study was held last week. In brief this is the outline offered: Composition for the first and second year, description and narration, for the third, exposition, and for the fourth, argumentation. In addition to this some rhetoric and required reading from an open list of twenty-five books for each year. As the result of discussion the Section recommended that the first part of the outline be accepted and that the required reading be decreased, making the minimum of books for the first, second, and fourth years three, and for the third, two.



Henry E. Bourne, Professor of History in Western Reserve University. Author of "Mediaeval and Modern History," one of the most important of the season's text-books for secondary schools and Colleges.

Courtesy of Longmans, Green, & Co., Publishers.

The grade teachers report difficulty in getting pupils to change their handwriting from the vertical to a slant of from 20 to 30 degrees. Try as they will they succeed but poorly. Placing the paper at an angle for the children does not do much good, as the difficulty is in writing with the hand in an unaccustomed position. Of course, with the beginners there is no difficulty. One position does as well as another with them.

The popular classes in the normal extension work are those in French, nature study, and drawing, the latter being popular on account of training in designing having been made a requisite for teachers of sewing.

Passing of Porridge.

MAKES WAY FOR A BETTER FOOD OF A BETTER DAY.

"Porridge is no longer used for breakfast in my home," writes a loyal Briton from Huntsville, Ont. This was an admission of no small significance to one 'brought up' on the time-honored stand-by.

"One month ago," she continues, "I brought a package of Grape-nuts food for my husband, who had been an invalid for over a year. He had passed through a severe attack of pneumonia and la grippe combined, and was left in a very bad condition when they passed away.

"I tried everything for his benefit, but nothing seemed to do him any good. Month followed month and he still remained as weak as ever. I was almost discouraged about him when I got the Grape-Nuts, but the result has compensated me for my anxiety.

"In the one month that he has eaten Grape-Nuts he has gained 10 pounds in weight, his strength is rapidly returning to him, and he feels like a new man. Now we all eat Grape-Nuts food, and are the better for it. Our little 5 year old boy, who used to suffer from pains in the stomach after eating the old-fashioned porridge, has no more trouble since he began to use Grape-Nuts, and I have no more doctor's bills to pay for him.

"We use Grape-Nuts with only sweet cream, and find it the most tasty dish in our bill of fare.

"Last Monday I ate 4 teaspoonfuls of Grape-Nuts and cream for breakfast, nothing else, then set to work and got my morning's work done by 9 o'clock, and felt less tired, much stronger, than if I had made my breakfast on meat, potatoes, etc., as I used to. I wouldn't be without Grape-Nuts in the house for any money." Name given by Postum Co., Battle Creek, Mich. There's a reason.

Read the little book, "The Road to Wellville," in pkgs.

In and Around New York City.

It is said that Mayor McClellan is anxious to have Comptroller Grout accept an appointment as a member of the board of education. He believes that on account of Mr. Grout's interest in the schools he will be a valuable addition to the board and that with his aid many reforms could be effected.

It is said that the married teachers who have been denied appointments, although nominated by the board of superintendents, will bring suit to compel the board of education to appoint them. This decision was reached at a meeting held at the home of one of the Brooklyn teachers.

The reports for October show a decided increase in the attendance at the public lectures provided by the board of education. During the week of Nov. 13 ten new courses were opened. A center has been established on board the schoolship *St. Mary's*, which is moored at the foot of East Twenty-third street.

A regular meeting of the City College Club was held at 133 Lexington avenue on Nov. 18. Dr. L. H. Friedburg, of the chemistry department of City college, delivered an address on "Goethe as a Natural Philosopher."

On Nov. 15, District Supt. Julia Richman opened a series of lectures on the new course of study in civics. They are being given at 4.15 P. M., at P. S. No. 3, Hancock street and Bedford avenue, Brooklyn.

Supt. A. S. Higgins has made several suggestions to the committee on course of study as to means for the advancement of children who enter school at an advanced age and of those who are unusually promising. The committee is considering the suggestions.

Burton Holmes opened his season in New York, on Nov. 17, with an interesting talk on "Port Arthur," supplemented by many vivid pictures. A large audience was present at the Lyceum theater, and showed the same keen appreciation

which has marked Mr. Holmes' former visits to this city.

The New York University School of Pedagogy recently awarded five fellowships and two scholarships to members of the different classes. The awards are as follows: The Western Fellowship to Alice I. Bennett, of Springfield, Mo.; the Northrop Fellowship to Sarah S. Harbison, of Xenia, Ohio; the Jay Gould Fellowship to Frederick T. Waite, of London, Ontario, and the two Helen Day Gould Fellowships to Agnes Black, Green Bay, Wis., and Anna L. Finfrock, of Richmond, Ind.

Flag for Bronx School.

The ladies of the James Monroe Woman's Relief Corps recently presented P. S. No. 17, at City Island, with a large silk American flag. The exercises were arranged by Prin. C. C. Holden, who received the flag in behalf of the school, from the hands of Commander Silliman. Supt. Thomas S. O'Brien presided. One of the most interesting features of the exercises was a flag drill by sixteen girls, directed by their teacher, Louise M. Byrnes.

Promotions by Subjects.

The plan of promoting pupils according to their standing in each subject is gaining favor in the high schools of this city.

At a recent joint meeting of the teachers of the Stuyvesant high school and of the Girls' Technical high school, Prin. Walter B. Gunnison, of the Erasmus Hall high school, and Prin. John Buchanan, of the De Witt Clinton high school, described in detail their methods of arranging special programs for separate pupils. They protested against the deadening effect of requiring a student to repeat one subject because he has failed in another.

This meeting is an indication of the way the matter is being agitated among school officials, principals, and teachers. Charles S. Hartwell, of the Brooklyn boys' high school, has prepared a list of suggested rules to govern promotion of pupils in high schools by subject. This list was recently sent to the board of superintendents. In some instances the rules are similar to those now in force. They read as follows:

1. No student shall be promoted from one term to another in any subject who has not, in the estimation of the teacher and the principal, secured 60 per cent. in that subject.

2. All pupils may be classified by terms, each according to his or her second lowest major required subject. A major subject shall be one requiring five, four, or three hours a week.

3. Whenever a pupil is in any subject a year ahead of his regular grade he may be required by the principal to drop that subject to devote more time to a required subject in which he is deficient.

4. No student shall be admitted to the preliminary examinations to be held in all subjects required for graduation who has not completed satisfactorily twenty-two hundred hours (periods) of work requiring preparation or the equivalent. Two periods of unprepared work done in the presence of a teacher shall be the equivalent of one period of work requiring preparation.

5. No student shall be admitted to the examination for graduation who has not completed satisfactorily three thousand hours (periods) of work requiring preparation, or its equivalent, and who has not removed all conditions imposed on required subjects during the progress of such work.

6. In deciding eligibility to enter either the preliminary or the final examinations for graduation, an extra credit of one

hour of work shall be allowed for every 10 per cent. over 70 per cent. gained by a pupil in one term hour of any subject of the course. A term-hour is one hour a week throughout a term of twenty weeks, or it is twenty "hours of work."

7. A student whose rating in scholarship is D, or less than 60 per cent., in any subject counted as a component part of the 3,000 periods required for graduation, shall be regarded as conditioned in that subject.

8. Pupils whose standing in any subject is above 50, but below 60 per cent., or D, shall be required to repeat the work of the past term, but may also be advanced to the next grade on trial. If, at the end of five weeks, their work in the higher grade shall be found satisfactory, they shall be regarded as having satisfied their conditions and shall then be advanced to the higher grade in good standing. If, on the other hand, their work in the higher grade shall be deemed unsatisfactory, they shall be dropped from that grade and become attached to the lower grade only.

9. In September, and at other times approved by the principal, conditioned students shall be given an opportunity to remove their conditions by examination.

10. All ratings and records shall be made at least twice a term. The ratings in each subject shall be determined by combining the teacher's estimate of the pupil's proficiency, based upon frequent memoranda, with the results of written tests given under the direction of the principal.

11. The final mark for the term in any subject shall be the average of the teacher's two estimates and the two ratings obtained in examinations. In determining this mark, however, an aggregate of 240 previous to the final term examination shall exempt from that examination and be divided by three instead of four. The student's record shall be made in figures, but reports to parents may be expressed in figures or letters at the option of the principal.

12. Equivalent ratings shall be: A equals 85 to 100; B equals 70 to 84; C equals 60 to 69; D equals 50 to 59; E equals 40 to 49. D, or any percentage below 60, indicates failure.

13. Nothing herein contained shall be construed to prevent a principal from making a special program for a pupil where the interests of the pupil seem to demand one.

N. B.—Illustrations of Rule 6. If a pupil has an average of 80 per cent. for five terms of twenty-one term-hours each, his record will be (5 times 21) or 105 times 20 equals 2,100 hours of work plus (1 times 105) or 105 extra credits making 2,205, or sufficient to enter preliminaries a term ahead of the pupil who barely passes each term.

The reception given to the kindergartners of Queens by the public school kindergartners of Brooklyn was a great success. Among the 250 teachers present were Miss Alice E. Fitts, director of the Pratt Institute kindergarten department; Miss Geraldine O'Grady of Pratt, and Miss Anna E. Harvey, director of the kindergarten department of Adelphi. The committee whose efforts made the reception a success consisted of Miss Fanniebelle Curtis, director of kindergartens in Brooklyn and Queens; Miss Ruth Tappan of the Training school; Mrs. Isabel Pashley, chairman; and the Misses Ruth Babcock, Judith Butterworth, Jean Galbraith, Margaret Holmes, Anna Ingalls, Mary J. Lloyd, Jennie I. Pfeiffer, Grace Parsons, Florence Prince, Agnes Ryan, Grace Silliman, Frances Toyler, and Mary W. Wright.

(Other New York City Items will be found on page 578.)



"Sidney, drew a long breath of relief and fell to pondering the situation."

From "Sidney," published by Little, Brown & Co., Boston.

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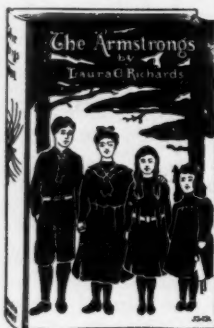
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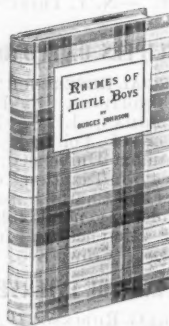
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A MERRY CHRISTMAS

TO BOTH TEACHERS AND PUPILS

EVERYBODY should be happy, particularly at this season of the year, and the best way to make the children in your school happy is to tell them that in the future you are going to provide them with



DIXON'S AMERICAN GRAPHITE PENCILS

There is nothing more appropriate or useful and you will be surprised and delighted to find that so good a pencil can be sold at such a moderate price.

Let us know where you teach, mention this paper and samples are yours for the asking.

JOSEPH DIXON CRUCIBLE COMPANY

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JERSEY CITY, N. J.

ARE YOU PUZZLED

AS TO AN APPROPRIATE

CHRISTMAS GIFT

Remember, then, that there can scarcely be any more appropriate Christmas gift, or one that will give either more immediate or continuous pleasure, than a dividend-paying stock security. For *Parent, Wife, Sister, Daughter, or loved one*, of whatever relation, a remembrance of this character supplies a perpetual gratification.

SEVEN PER CENT. YEARLY

The more conservative the investment and the larger the dividends assured, the greater will be the pleasure. The stability of the Preferred stock of this company is assured by the twenty-five and thirty years' operation of the business while the dividend of *Seven per cent.* is made cumulative so that it becomes an obligation that must be redeemed yearly in order to escape a double payment in the succeeding year.

ONE SHARE—\$10.00

One share, at a par valuation of \$10.00, or several shares can be purchased either for such a Christmas gift or as a personal investment. For whatever number of shares is purchased monthly, payments may be made if so desired. One share: \$1.00 cash and \$1.00 per month for nine additional months. Five shares: \$5.00 cash and \$5.00 monthly. Ten shares: \$10.00 cash and \$10.00 per month. Full cash payment is permitted at a discount of five per cent.

AN OPEN LETTER

AS TO THE DESIRABILITY OF THIS INVESTMENT

To Whom It May Concern:

While technically there is not another share of the Preferred stock of this company unsold, except such as has been reserved in the treasury, yet it is possible by an arrangement which I have effected to continue to offer this stock to those engaged in educational work. This condition is easily explained and understood. At the time of the formation of this company, after the amount of the desired fresh capital had been determined, a syndicate of conservative, astute, and responsible business men, after most careful consideration of the merits of the enterprise from a commercial and financial point of view, agreed to take for themselves whatever Preferred stock was not otherwise disposed of by a given date. That date has expired, and the members of the syndicate have become responsible for their purchase. In this very fact is reflected, in the strongest possible manner, the conservative, attractive and substantial character of the enterprise as a safe and promising medium for financial investment.

STOCK NATURALLY SHOULD BE HELD BY EDUCATORS

It has not been the desire of the writer that this stock should be held permanently by this syndicate of business men. It should quite naturally be owned by those engaged in educational work. They are the ones who by reason of their occupation can offer as stockholders innumerable suggestions, lend most efficient encouragement, and supply the most able co-operation. This is a business that they should naturally be identified with, because it is one in which they are interested, with which they are familiar, and the possible development of which they can easily comprehend. Above all, it offers earnings of *seven per cent.* Because of these considerations I have obtained from this syndicate of business men their permission to continue to offer this stock for sale to those to whom the investment may appeal.

DETERMINING FACTORS TO SUCCESS

It is recognized that *seven per cent.* is a very attractive rate of return upon money invested, and yet it is not an extravagant earning for a commercial activity. Thousands of companies are realizing it year after year, and there is no question but what this company can do the same. It only needs earnings of about \$5,000 to accomplish this result. Certainly this is not difficult. While this is true, yet teachers do not often have the chance to make such an investment, and are not always sufficiently shrewd in seizing the opportunity when presented. The conservative

character of any enterprise must be determined largely by three pre-eminent conditions, viz.: First, by its history; second, by its management; and third, by its opportunities. Let me touch briefly upon these three points:

HISTORY

The two commercial activities which have been merged into this company had a continuous record of successful independent operation of twenty-five and thirty years respectively. Try and realize the significance of this record. It means that fundamentally the business must be one of latent strength and substantial profit. It means that for a quarter of a century and more the enterprise has been conducted in its particular field building up a good will which is so important an element in the operation of any business and which can be acquired in no other way so substantially as by the flight of years. Such is the foundation upon which this business rests. There is nothing new about this enterprise but blood, virility, progressiveness, and the manner of doing things, and these attributes when infused into an activity already bearing the crown of years, ought not to fail in the evolution of a strong commercial proposition.

MANAGEMENT

The union of these two long established enterprises provided at once a volume of business which was regarded as sufficient to pay *seven per cent.* dividends from the very first upon the Preferred stock of the company. The volume of business so acquired has, however, been materially augmented by increased patronage. In the *TEACHERS MAGAZINE*, which represents the union of four periodicals, the high-water mark for excellence has been reached among educational periodicals. It is an artistic, practical, and popular creation, which is winning friends daily and increasing in circulation so rapidly that it is confidentially expected that before the end of the first year it will have nearly 30,000 more paid subscribers than were on the lists of all four of the former periodicals merged together. The advertising of the company, which is always a source of material revenue, has shown in the first six months an increase of just about one hundred per cent. over the records of the preceding year. The removal of our manufacturing plant to more commodious quarters in Elizabeth, and the opportunity thus created of advantageously renting the floors of our building in the heart of New York, will prove to be as profitable financially as it was desirable from other considerations. The management of any business must be determined by results, and these conditions are not presented in any spirit of boastfulness, but merely as an evidence of what is being accomplished, and as a prophecy of the achievements yet to be realized.

OPPORTUNITIES

In my judgment, the possibilities of the future development of this business are most promising. *TEACHERS MAGAZINE* should continue to hold uninterruptedly its leadership and even increase its popularity and prosperity. *Our Times* can be so developed as to make it equal a proposition such as I have known to produce a profit of fifty per cent. on a larger capitalization than our Preferred stock. The publication of teachers' helps and school-room supplies can also be most effectively pushed. The very strength of this company resides in the position which it enjoys in being able to realize further development and expansion without necessarily endangering its power to pay dividends. In my judgment we already possess three or four firmly established activities, any one of which can be so expanded as to produce alone sufficient earnings to pay the guaranteed dividends upon our stock, but there is no reason why *all* of these activities should not be rapidly developed with equal ability and consistent success.

STILL AVAILABLE

As previously indicated I have made such arrangements as to make it possible for those interested to still purchase the Preferred stock of the Company. Terms can be ascertained upon application.

A GOOD INVESTMENT

It has been my aim in this open letter to show, 1st, why I have such confidence in this business; 2d, why I prefer to have the stock owned by those engaged in educational work; 3d, why the stock should be regarded as a perfectly safe form of investment, and 4th, why I believe that all conditions, both those that now exist and those that can be foreseen, indicate the investment to be one of unusual opportunity and stability.

Sincerely yours,

F. R. BOOCOCK,
Pres't and Gen'l Manager.

UNITED EDUCATIONAL COMPANY

Successors to
E. L. KELLOGG & CO., Founded 1874
E. O. VALLE :: :: Founded 1880

61 EAST NINTH STREET, NEW YORK

GENTLEMEN:—

Please send me further particulars relative to the Preferred stock of your company, which you offer for sale.

Signature

Street Address

City

State

Date

Pears' soap.



Painted by Sir John E. Millais Bart. R.A.

Pears' Soap beautifies the complexion, keeps the hands white and imparts a constant bloom of freshness to the skin.

All Rights Secured.

Pears' Annual for 1905 with 117 illustrations and three large Presentation Plates. The best Annual published—without any doubt. However, judge for yourself. Agents: The International News Company.

Holiday Books.



From a Child's Garden of Verses.—Chas. Scribner's Sons.

It is morally right to kill an animal to eat its body, then it is morally right to kill it to preserve its head. A good sportsman will not hesitate as to the relative value he puts on the two, and to get the one he will go a long time without eating the other. No nation, facing the unhealthy softening and relaxation of fiber which tend to accompany civilization, can afford to neglect anything that will develop hardihood, resolution, scorn of discomfort, and danger. But if sport is made an end instead of a means, it is better to avoid it altogether." The book aims primarily to record the traits and habits of animal life. It reveals a store of information for any who make the study of animal life a serious and scientific business. The illustrations are uncommonly good, showing President Roosevelt in many rugged situations. (Charles Scribner's Sons, New York. Price, \$3.00.)

The American people are divided into the lovers of Dr. Van Dyke's writings and those who do not know them. The former class will welcome as a holiday gift book, *THE SPIRIT OF CHRISTMAS*, and no better present to the latter class could be made, than the opportunity furnished by this little volume of winning new acquaintances for the author's delightful work. The contents of *THE SPIRIT OF CHRISTMAS* include a fanciful story of "The Christmas Angel," a little essay on "Christmas Giving and Christmas Living," a short sermon on "Keeping Christmas," and two Christmas Prayers, one for the home and one "for lonely folks."

A bit from the prayer for lonely folks reads:
"Purge my heart from hard and bitter thoughts.
Let no shadow of forgetting come between me and friends far away;

Bless them in their Christmas mirth;
Hedge me in with faithfulness,
That I may not grow unworthy to meet them again."

And the lofty sentiment of this beautiful prayer is the sentiment of the whole book. It is the sentiment of all Dr. Van Dyke writes, expressive of the desire that all the world may increase "in righteousness and knowledge of the truth." (Charles Scribner's Sons, New York. 75 cents.)

THE ROMANCE OF THE MILKY WAY AND OTHER STUDIES AND STORIES, by Lafcadio Hearn, is nearly all the matter that is new that we shall be likely to get from the pen of that lamented author, who died too young to round out a life work. The exception is a body of familiar letters now in course of collection. The volume contains all of Hearn's writing that he left uncollected in the magazines or in manuscript of a sufficient ripeness for publication. But if this volume lacks the incomparably exquisite touch of its author in its arrangement and revision, it does, nevertheless, present him in his most characteristic views, and it is in respect both to style and substance perhaps the most mature and significant of his works. The essays deal principally with Japanese myths and folk-lore, of which the author was so

President Roosevelt has been the subject to attack from many good meaning people for his hunting proclivities. But now that we have his point of view from his own hands in his latest book, *OUTDOOR PASTIMES OF AN AMERICAN HUNTER*, these criticisms will probably cease. In speaking of outdoor sports the president declares that they should not be carried to excess. "There is no need to exercise much patience with men who protest against field sports," Mr. Roosevelt says. "If no deer or rabbits were killed, no crops could be cultivated. If

great a lover. (Houghton, Mifflin & Co., Boston. Price, \$1.25.)

ROSE O' THE RIVER, by Kate Douglas Wiggin, is another charming love story, from the pen of an author who has often before entertained a wide circle of readers. The scene is in a plain country district of Maine, among plain and simple folk, but it is the same old story, and the interest would have been the same had it all happened amid the whirr of automobiles and glare of electric lights. The scene is laid up in dear old Maine on the banks of the River Saco, a troublesome river at times, but on the day of the story smooth and tranquil. The sky is clear. Far down the stream from where Stephen lives is a cottage where Rose o' the River lives and dreams of her lover. But even as the Saco plunges over rocks in wild fury at times, so the love story of these two simple hearts has its ebb and flow and cataract. But all ends calmly, the sky grows clear again and the haven of peace and happiness comes to Stephen when Rose o' the River finds herself at last. (Houghton Mifflin, & Co., Boston. Price, \$1.25.)

HER LETTER, HIS ANSWER, AND HER LAST LETTER, by Bret Harte, pictured by Arthur I. Keller.—This volume gives three poems of a deservedly popular author in a shape that will delight his admirers. The first two poems have been popular favorites, but the third was not written till near the



"She Let the Hand with the Brush Fall Dejectedly."—From [An Orchard Princess.—J. B. Lippincott Co.]

end of Mr. Harte's life. It rounds out the romance with such completeness and charm that it is peculiarly fitting that the poems should be grouped, and issued in a form worthy of their own excellence. The co-operation of Mr. Keller was secured for making the illustrations, not only on account of his recognized ability as an artist, but also because of his admiration of Mr. Harte's writings and his previous success in illustrating several of the stories. The result is one of the most artistic books that have appeared in recent years. From front cover design to the cupid at the end, it is a delight to the eye and the sense of fitness. The tinted, gilded, and colored illustrations are distributed in just the right proportions. Those who choose this book for a holiday present will make no mistake. (Houghton, Mifflin & Co., Boston.)

AN ORCHARD PRINCESS, by Ralph Henry Barbour, illustrations by James Montgomery Flagg.—Miles Fallon, a romantic young fellow, loitered down the road on a bright spring morning, accompanied by his ferocious-looking white bulldog, Bistre. In imagination he pictured himself as a knight mounted on his milk-white charger, and Bistre as his



The Old Manse.—From "Famous American Authors." By T. Y. Crowell & Co.,

attendant squire, while he searched for a princess. The bluebirds sang, the butterflies fluttered about him, the apple orchards gave out their perfumes, the bees droned, and the running water made a musical sound. Finally, scaling a wall, he found himself in an apple orchard and in the presence of the princess he was seeking. True, her costume was rather plain for so exalted a personage, but such things are readily transformed by the romantic imagination of youth. The young lady discovered in this unusual way henceforth occupies a regal place in his life. The love story, to which this incident is an introduction, is prettily, humorously, and vivaciously told, and the volume is beautiful and artistic as one containing so much delicate sentiment should be. The portrait of the princess appears on a white background on the front cover surrounded by apple-blossoms and the title in gilt on a ground of red. There are excellent colored illustrations, besides headpieces and marginal illustrations, consisting of sprays of fruit, flowers, etc. It is a first-class gift book. (J. B. Lippincott Company, Philadelphia.)

FAMOUS AMERICAN AUTHORS is by Sarah K. Bolton, author of the "Famous" books that have all become so familiar to the readers of the better style of biography. "The New England School" might be the appropriate title of this

handsome volume, since it deals with six of the foremost names in that as well as in American literature—Emerson, Hawthorne, Longfellow, Whittier, Holmes, and Lowell. The manner is the same as that which has made her other books so popular—chatty, unconventional, and entertaining, but at the same time careful and informing. Her object is to show the man himself, his environment, tastes, thoughts, books, and friends. She presents the personal element thruout and the reader feels, after one of these fresh, real sketches, that he has been introduced to a friend. The volume is a beautiful specimen of bookmaking. It is clearly printed in black-letter type, and contains numerous illustrations—portraits and scenes—in two colors. It is an excellent book for a library. The beauty of its typography, illustrations, and binding make it also desirable as a gift book. (Thomas Y. Crowell & Co., New York.)

So long as men differ in their literary taste the selection of one hundred best productions of any kind will be a difficult task. But in ONE HUNDRED BEST AMERICAN POEMS, selected by John R. Howard, managing editor of the library of "The World's



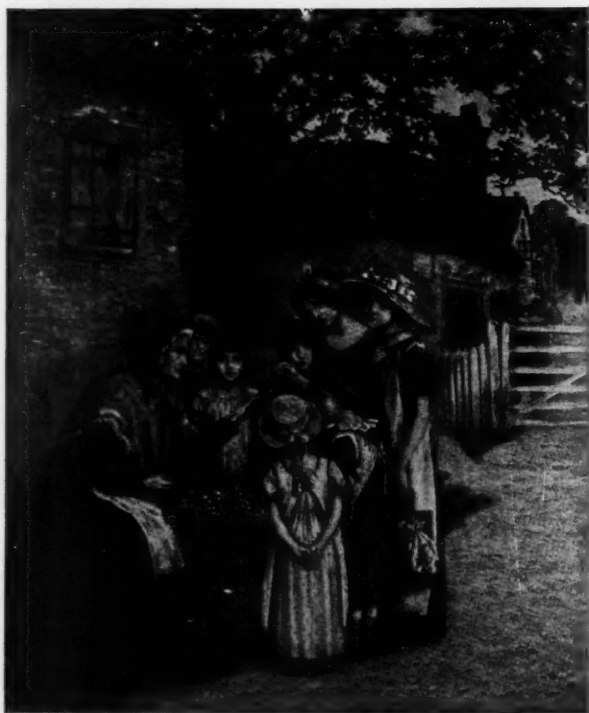
Concord Bridge. From "Famous American Authors." T. Y. Crowell & Co.,

Best Poetry," the author has our confidence and respect because of his untiring work for so many years among poetical collections. We are willing therefore, to abide by his judgment for the most part, and profit by the result of his puzzling tho pleasant undertaking. The little volume is hand yand quite unique. It will undoubtedly find many friends among the lovers of our American poetry, which by the way, deserves to be read more (Thomas Y. Crowell, & Co., New York.)

LADY BOBS, HER BROTHER, AND I, by Jean Chamblin.—This is a peculiarly fascinating story of life in the Azores. But this is not the only thing that gives it a claim on the attention of the public. It tells the story of a young actress, in a lively and humorous way; she sought rest and found a lover. The accurate description of scenery, the fund of anecdote, and the skilfully wrought out narrative help to make this one to be enjoyed by any lover of a well-told tale. The beautiful cover design and the excellent illustrations aid to make the volume one greatly to be desired. (G. P. Putnam's Sons, New York.)

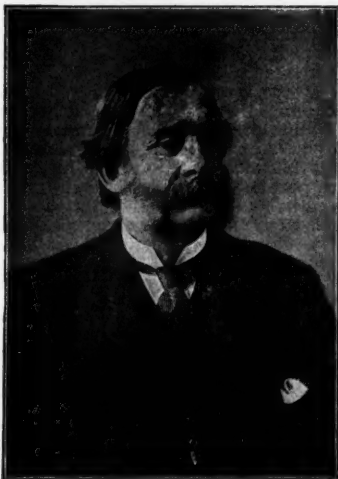
AMERICA TO ENGLAND, AND OTHER POEMS, by Minot J. Savage.—While the author's chief business in life is to preach and study, yet he has found time to write many charming poems and hymns. Numbers of these poems have been published in prominent magazines and have made his name familiar to readers thruout the country. The present volume is a selection from the result of his many years of effort as a poet, and it represents his best work. (G. P. Putnam's Sons, New York.)

THE REFORM OF SHAUN, and MYSTIC AND HIS MASTER, by Allen French.—Here are two interesting stories which will appeal to lovers of dogs. The author has evidently been a close observer of our faithful friends and has succeeded in weaving in several surprising incidents which hold the interest. (Little, Brown & Co., Boston. Price, \$1.00.)



From "Kate Greenaway." G. P. Putnam's Sons, N. Y.

One of the best, if not the very best, picture-book of the year for grown-ups, is *THE STORY OF NOAH'S ARK*, told and pictured by E. Boyd Smith. We have in text and illustration the complete history of that unique event. Noah began, to the great amusement of his neighbors, to build the ark in the midst of a field of daisies. He did not succeed without encountering his share of labor troubles in the way of strikes, etc., but the boat was finally completed, and Noah was ready to get the animals into the ark. At first they did not want to go—the efforts of the donkey to resist were strenuous to judge by the illustration—but finally they all decided to go, and they wanted to get in at once, with consequent confusion. The ark was closed, the rain came, and as the boat tossed about the animals were sea-sick, and "Noah's heart was heavy." They recovered, however, in time and then they became interested in the others on board. Like other passengers, they wanted to know whether their names were on the passenger list. And so the story continues, the absurd, clever, full-page illustrations being the principal part of it all. Mr. Smith is deserving of congratulations on his unusual success in calling forth a healthy, hearty laugh. (Houghton, Mifflin & Co., Boston. Price, \$2.00 net.)



Thomas Wentworth Higginson, author of "Part of a Man's Life."

Courtesy of Houghton, Mifflin & Co., Boston.

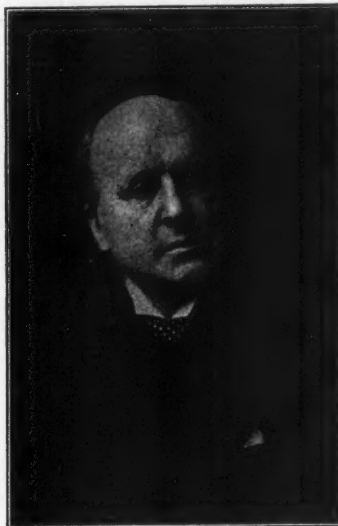
Mr. Curtis Hidden Page has done good service, especially for schools and the school library, by gathering into one compact volume the best known work of *THE CHIEF AMERICAN POETS*. The authors included are nine in number, Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Walt Whitman, and Sidney Lanier. There are included also biographical sketches and dates for each author. The whole forms an exceedingly useful volume of some 700 pages. It is well bound and will stand the severe usage of the school-room for a long time. (Houghton, Mifflin & Co., Boston. Price, \$1.75.)

MISS CHERRY-BLOSSOM OF TOKYO, by John Luther Long, is a story in which the wonderful West and the mysterious East meet. Some Americans whom business or pleasure have called to the Japanese capital enter with spirit on the novel social life to be found there and get out of it much satisfaction. The *Miss Cherry-Blossom* of the tale is a young Japanese woman, who has been educated in America but the bloom of her Oriental training has not been brushed off by her contact with the Western world. She is just as sweet, just as tantalizing, just as artful as any American maiden could be, with a full share of Japanese shrewdness besides. The story is bright and airy, with a proper proportion of light sentimentality and actual love-making. The volume is bound in cream colored cloth, with a picture of *Miss Cherry-Blossom* on the front cover, surrounded by appropriate decorations. It is printed on heavy cream paper, and has several page plates executed in the highest style of art. Besides there are many colored illustrations of flowers and fruits and peculiarly Japanese objects on the fly-leaves, in the margins, and over-laying the text of many pages. It is one of the finest gift-books produced this season. (J. B. Lippincott Co., Philadelphia.)

THE QUESTION OF OUR SPEECH, and *THE LESSON OF BALZAC* are two addresses by Henry James, recently put into print. When Mr. James delivered the first of the addresses last spring it raised a storm of newspaper comment. In it the speaker offered some pungent and pertinent criticism of the press, the public schools, and other institutions which "help to keep our speech untidy and slovenly." On the whole, the advice he has given in regard to American carelessness in pronunciation and use of words is sound and worthy of wide circulation. The second address, "The Lesson of Balzac," is a searching discussion of the principles

of the art of fiction. The two papers make a volume of unusual literary interest. (Houghton, Mifflin & Co., Boston. Price, \$1.00.)

STORIES FROM WAGNER, by J. Walker McSpadden, is directed, as the author says, primarily to the needs of young people, and is sent out to them in the hope that some time they may "hear the dull booming of the Rhine about the Gold,



Henry James, author of "English Hours" and "The Question of Our Speech."

Courtesy of Houghton, Mifflin & Co., Boston.

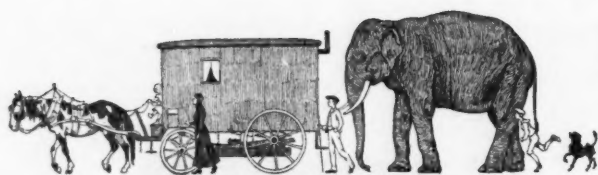
the magic fire as it sweeps to encircle the sleeping maiden, the forest voices which greet the young and fearless hero, the chorus of the pilgrims, and the song which won a bride for a prize." The style of interpretation of these grand old stories is simple and clear. (Thomas Y. Crowell & Co., New York. Price, 60 cents.)



THE FLOWERS THEMSELVES WERE SINGING TO HIM.

From "Stories from Wagner."

T. Y. Crowell & Co., New York.



From "The Family on Wheels."

T. Y. Crowell & Co., New York.

THE FAMILY ON WHEELS, adapted from the French by J. MacDonald Oxley, illustrated by E. Boyd Smith.—This book belongs to the series of Twentieth Century Juveniles. The scene of the story is laid in France. The family of children have been left orphans and they earn their living in a unique way—by continuing the mountebank business of their father. They have a van containing their scanty belongings; a faithful horse that does a great deal more than haul them from place to place; a remarkable dog, and an elephant whose intelligence and devotion are well-nigh human. The children are resourceful and self-reliant, and they gain our sympathy. They make a success of the show business also. There is no doubt about the popularity of this book, especially among the young. (Thomas Y. Crowell & Co., New York Cloth, 75 cents.)

WILDERNESS BABIES, by Julia Augusta Schwartz. Illustrated from drawings by John Huybers and from photographs.—Babies are always interesting, especially babies of other races and climes. This book, however, does not tell about human babies but the babies of the wilderness, the sea, and the trackless prairies. The stories of these babies tell of their adventures and perils and they are presented with such vividness and charm that you are interested all the time. The book will be an attractive and helpful addition as a supplementary reader. (Little, Brown, & Co., Boston. Price, \$1.50.)

THE GOLLIWOGG'S FOX HUNT is a new volume of our old friends the Golliwogs, the verses by Bertha Upton, and funny colored pictures, lots of them, by Florence K. Upton. The Golliwogs are the queerest folks you ever saw. In fact they do not look like human beings at all, being sort of pinned together at the joints. But they must be alive, for in the story they have a real fox hunt, with a pack of hounds, a number of dashing steeds and a poor little fox that flees before them all in great terror. How it is all done is told in poetry so that the children can thoroughly understand. One can imagine too that the little folks will be most entertained by the truly wonderful pictures scattered thru the pages. On the whole the book is most attractive for little folks, especially if Santa Claus is looking for something for them that is unique and out of the ordinary. (Longmans, Green & Co., New York.)

STORIES FROM PLUTARCH, by F. Jameson Rowbotham, will prove an excellent introduction to the famous biographer, and will be the means of sending many boys to the "Lives" themselves for further tales of heroes and their deeds. The author has selected only four accounts from Plutarch, but each one is rich in material and interest. The book forms a good supplementary reader. (Thomas Y. Crowell & Co., New York. Price, 60 cents.)

AN EMERSON CALENDAR, edited by Huntington Smith, will be especially appreciated by teachers. Emerson still holds us by his marvelous insight and cheerful optimism. "To him," says Mr. Smith, "the simple life is the life of the spirit; it expresses an attitude of mind; it is a tendency, and not a fixed condition." The calendar is made up of selections from the pen of this great man and will, no doubt, be an aid in gaining a clearer perception of life and its obligations, as well as keeping warm within us the admiration and love we all feel for the writer. (Thomas Y. Crowell & Co., New York.)

Mention of **THE ROLLO BOOKS**, by Jacob Abbott will recall to many grown-ups hours of pleasant and profitable reading in their boyhood days. Year after year these books have been issued to supply the demands of young people. This year these old yet ever new stories make their bow in an entirely new dress. The original illustrations have been retained, but the binding is new and pleasing to the eye. The titles of the books indicate the progressive plan of the author and probably the secret of his success in keeping the interest of his readers all along the line: "Rollo Learning to Talk," "Rollo Learning to Read," "Rollo at Work," "Rollo at Play," "Rollo at School," "Rollo's Vacation," "Rollo's Experiments," "Rollo's Museum," "Rollo's Travels," "Rollo's Correspondence," "Rollo's Philosophy," "Water," "Air," "Fire," and "Sky." (Thomas Y. Crowell & Co., New York. Price, 50 cents per volume.)

THE BLACK SPANIEL AND OTHER STORIES, by Robert Hichens.—The principal story in this volume contains a strong argument against vivisection. It has for its theme a most curious and realistic psychological motive, growing

out of the cruel treatment of a little dog. It is an absorbing story told by a master of the art. The remaining stories in the book are chiefly of the Arabian desert—the picturesque and fascinating background of Mr. Hichens' masterpiece, "The Garden of Allah." (Frederick A. Stokes Co., New York.)

THE DENIM ELEPHANT, illustrated in colors by Emily Carter Wight.—Several other animals besides this wonderful elephant belonged to the baby—the woolen rabbit, the china pig, the tin cat, and others. They had a fine time playing together, but the Denim Elephant usually came along and spoiled their fun. It is an amusing story for younger readers. (Frederick A. Stokes Co., New York.)

CON THE WIZARD, by John Howard Jewett, with eight illustrations in color by Edward R. Little and numerous illustrations in black and white by Oliver Hereford.—This book belongs to the Christmas Stocking series—the shape is long and narrow, so that the book will fit into a stocking or a side pocket. The tale of Con is a very pretty fairy story, which the young people will find interesting from beginning to end. (Frederick A. Stokes Company, New York.)

JAPANESE CHILD LIFE, with numerous full-page color plates after paintings in water-color by Alice Mar, and with new stories and verses by Alice Calhoun Haines.—It would be difficult to say too much in praise of this handsome quarto. The colored pictures representing Japanese children in different poses and occupations are exquisite, while the stories and poems give an excellent idea of Japanese customs and mode of life. Nothing quite so much interests the children as the young people of other lands—their strange faces, their quaint costumes, and their so different games, amusements, and occupations. It will be observed also that this book is very timely, as everybody is just now especially interested in Japan. No book of its class will be more in demand, this year, than this. (Frederick A. Stokes Company, New York.)

The fame of Buster Brown and his dog Tige is world-wide. The thousands of boys and girls who have been entertained by the wonderful pranks of this mischief-loving little fellow will welcome **TIGE—HIS STORY**, by R. F. Outcault, inventor of Buster Brown. Tige came to the conclusion one day that he would write down the part he played as the companion and faithful friend of Buster. So we have this account of many of the happenings that enlivened the days and often the nights of Buster's parents and friends. The joy was often turned into grief, but Buster never complained. Instead, he wrote resolutions full of pity for those who were not able to understand a joke. By the time you hear all of Tige's history you quite agree that dogs are, after all, very human and should never be treated in a cruel manner, nor neglected. Just the book for a real live boy. (Frederick A. Stokes Co., New York.)



Frontispiece, "Mary n' Mary."

Dana Estes & Co., Boston.

Professor Painter's *GREAT PEDAGOGICAL ESSAYS* will prove a most welcome text for normal schools and teachers' classes. It is the best kind of introduction to the history of education. It introduces the student to the principal educational classics from Plato to Spencer. Selections from twenty-six of the world's great educators are given, prefaced in each instance by a brief biographical sketch. Students of educational history who desire to drink from the original sources of historical pedagogy will be delighted with this book. (American Book Company, New York, Cincinnati, and Chicago. Cloth, 12 mo. 426 pages. Price, \$1.25.)

From *CHILDREN OF OTHER DAYS*, by N. Hudson Moore, even grown-up folks can find much entertainment and information. The stories of these famous children of by-gone days are told, however, for little folks. The author believes that children should be trained early to become familiar with the best, both in art and literature, and he is quite right. The stories are not only interesting and valuable but the reproductions of the old masterpieces are unusually good. "The originals of the portraits presented," says Mr. Moore, "in many cases grew to fill great places in history, and it has been the writer's aim to touch on these facts so that they will become fixed in the youthful mind, and will be associated with the great painters who lived at the same time." While the stories are so simple that children of six can readily understand them, at the same time the book will be found a valuable aid to the teacher and parent. (Frederick A. Stokes Co., New York.)

CHATTERBOX! What a rush of memories the word brings to mind,—of Christmas mornings before light, when the gifts from the good old saint could be felt and guessed at but not seen, and the always-expected, and always-welcome volume of "Chatterbox" was sure to be there, the only object that could be recognized in the darkness! And each year still, the good old book comes to rejoice the boys and girls of a later generation. It needs no description. Everybody knows just the kind of stories it contains, and the thousands who used to enjoy it in youth will be glad to get it for the young folks they love best, while thousands of others will be glad to know that every page contains something interesting and worthy to be read. (Dana Estes & Company, Boston.)

SA' ZADA TALES, by W. A. Fraser, with many and excellent pictures by Arthur Heming, will be read with absorbing interest by lovers of wild animals. The plan is certainly unique. In the introduction it appears that Sa' Zada, the keeper of the Zoo, hits upon the scheme of having the animals tell of their life in the jungle. He does this because the heat in the city is almost unbearable and he feels that innovation will have a tendency to keep his animal friends from fretting themselves to death. So each evening the "peace-kind—the grass feeders and others" assemble in front of the iron-bound homes of the "blood-kind, to tell the stories of their past life." The stories are wonderfully interesting. Incidentally, we learn of many strange habits of the animals as they lived their free life in the deep passes of the forest and jungle. The book is a valuable addition to the list of supplementary readers. It is equally attractive, in fact, to every class of readers of every age. (Charles Scribner's Sons, New York. Price, \$2.00.)

ANIMAL HEROES is the title of Ernest Thompson Seton's latest book. The heroes this time are a slum cat, a pigeon, Badland Billy (a wolf that won), The Boy and the Lynx, a Jack-rabbit, Snap (a particularly snappish bull-terrier puppy), a Winnipeg wolf, and a white reindeer. The stories are told in Mr. Seton's well-known style, in other words they are charmingly told. The book is uniform with the author's previous volumes of stories. The paper, as heretofore, is a deep cream color; there are the daintiest of pen-and-ink sketches on the margins, besides a number of full page illustrations. The drawings are all the work of the author, and the volume is excellently suited for a holiday gift book for young or old. (Charles Scribner's Sons, New York, publishers.)



From Miss Chamblin's famous Story, "Lady Bobs, Her Brother and and I." Published by G. P. Putnam's Sons.

THE RACE OF THE SWIFT is a volume of stories of wild animals told by Edwin Carlisle Titsey with a keen, nervous energy and great power. A mother fox, a hawk, a gray wolf, a wild cat, a raccoon, a coon dog, and a sheep dog turned bad, are the chief actors, and they are presented with a dramatic force that will be instantly recognized.

The phases of nature—a storm, a drought, etc.—that fit in with their wild life are described in a wonderful way. Altho the incidents narrated are intensely interesting the author has managed to keep well within the range of probability. The book is well illustrated by Charles Livingston Bull. (Little, Brown & Co., Boston. Price, \$1.25.)

UNDER THE LILACS, by Louisa M. Alcott.—This story is so well known and so well liked by young people, as well as those more advanced in life, that it seems superfluous to say anything further in its favor. Still we wish never to lose an opportunity to help the circulation of good and wholesome



Illustration from "Under the Lilacs." Little, Brown & Co., Publishers.

literature, such as this assuredly is. This beautifully illustrated and printed volume is one of the Little Women Series of Miss Alcott's works. It completes the series. *UNDER THE LILACS* is the story of Ben Brown, who, with his performing dog, Sancho, ran away from a circus and found a home with Bab and Betty in the old house "under the lilacs." The story is specially noted for its descriptions of child life, genuinely natural, bright, wholesome, and entertaining. The illustrations by Alice Barber Stephens make this edition one especially to be desired. (Little, Brown & Co., Boston. Price, \$2.00.)

WITH SPURS OF GOLD, by Frances N. Greene and Dolly Williams Kirk, illustrated by Harold M. Brett. The writer deals with what might be called the romance of history. The chief characters of these tales are those that have figured for centuries in poetry and fiction. They are Roland and Oliver, the Cid, Godfrey de Bouillon, Richard Coeur de Lion, the Chevalier Bayard, and Sir Philip Sidney. The purpose of the book is to enliven the study of history by giving the romantic details omitted in text-books, and to enable the reader to form a more vivid and life-like conception of the great men with whom it deals and the turbulent and picturesque times in which they lived. In narrating the lives of these men the authors have endeavored to keep close to authentic history. They have recorded the events and portrayed the characters in the sympathetic spirit that recognizes the wide difference between modern standards of conduct and the ideals of the Middle Ages. (Little, Brown & Co., Boston. Price, \$1.50.)

THE STORY OF THE BIG FRONT DOOR, by Mary F. Leonard, is a delightful little story by an author who has the true knack of holding the interest of boys and girls. The big front door is the entrance to an old-fashioned home presided over by Aunt Zelig. Thru this door the members of the Friendly Club enter to tell their sweet old counselor all their joys and sorrows. It is a helpful, healthy story. (Thomas Y. Crowell & Co., New York. 75 cents.)

Edith Francis Foster, author of *MARY 'N' MARY*, will be remembered as a contributor to the successful "Rebus" series. The present story is intended for girls of from seven to ten years of age. The two little heroines meet with many mishaps and adventures, but there is a happy ending to them all. The story is illustrated with text-cuts by the author, whose work as an artist is well known. (Dana Estes & Co., Boston. Price, \$1.25.)



"HELD ON TO AN IRON BRACE FOR DEAR LIFE"

From "Tommy Joyce and Tommy Joy." Published by Dana Estes & Co., Boston.

THE STAR JEWELS AND OTHER WONDERS, by Abbie Farwell Brown, is a collection of fairy stories for children, in which the author gives an authentic account of the origin of star fish, which were, of course, originally set in the sky as five pointed jewels. Altogether, the book is made up of five little stories, with five tiny poems, five large pictures, and five small ones. The pictures are by Ethel C. Brown, and are very weird, as fairy story pictures ought to be. (Houghton, Mifflin and Co., Boston. Price, \$1.00.)

SIDNEY: HER SUMMER HOME ON THE ST. LAWRENCE, by Anna Chapin Ray, illustrated by Alice Barber Stephens. The young people followed with great interest the fortunes of the persons who figured in the author's popular "Teddy" books. With this book she takes up an entirely new set of characters, and describes their experiences amid interesting scenes. Sidney Stayres, the girl who gives the title to the story, has an eventful summer on the St. Lawrence with her cousins and their friends. What they did and what good times they had is related in that clear straightforward way that makes her books such easy and delightful reading. (Little, Brown & Co., Boston. Price, \$1.50.)

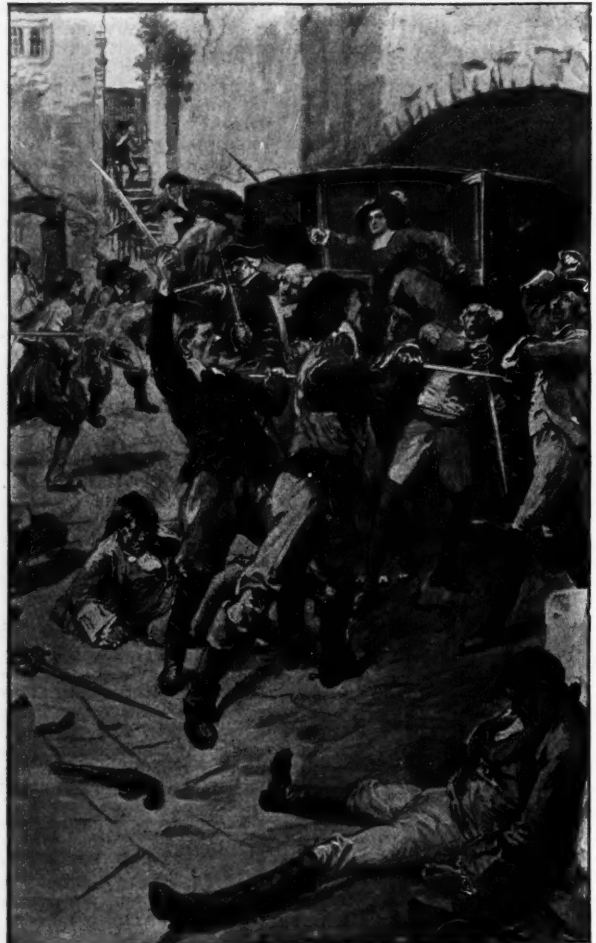
THE MINUTE BOYS OF MOHAWK VALLEY, by James Otis, illustrated by A. Burnham Shute.—The author tells what Noel Campbell, a Revolutionary boy, thought and did during certain times while he was serving the patriot cause in the Mohawk valley. The story is told from letters, written to friends after Noel became a man, describing what he did during the war of the Revolution and more particularly while he and his associates were fighting against that wily Indian sachem, Thayendanegeaw. They form a series of adventures that cannot be otherwise than interesting. The best part of it is that the book contains so much authentic history. It is an important addition to this author's series of historical fiction. (Dana Estes & Co., Boston.)

THE WARD OF THE SEWING CIRCLE, by Edna Edwards Wylie.—After his mother died, Johnny was adopted by the sewing circle of the village. The story is simple and natural, giving in detail the trials and joys of a little orphan with a number of homes. The characters that move thru the story are realistic and consistent, and two of them grow to love the motherless little hero. So right here Johnny plays a matchmaker's part, for by loving them both and wanting to live with them both he is the means of finding poor Aunt Mehetabel a rich husband, and Mr. Ashmore the very wife he wanted. (Little, Brown & Co., Boston. Price, \$1.00.)

Mr. Edward S. Ellis, the author of *PLUCKY JO*, has long held a helpful grip upon the hearts and minds of boys and girls. His stories are all healthy, *PLUCKY JO*, the latest, being no exception. Jo is the kind of a boy other boys like to read about. He is an all around little fellow when the reader first meets him as a lad of twelve, athletic, good-natured, and ambitious. As the years go by these qualities are developed, until by the time he enters Princeton for his college course he is a strong, manly fellow with the right ideas for a freshman to have, if he would make a success of his opportunities. This book ought to find a place in school libraries, and wherever there are growing boys. (Dana Estes & Co., Boston. Price, \$1.25.)

THE ADVENTURES OF HARRY ROCHESTER, a tale of the days of Marlborough and Eugene, by Herbert Strang, illustrated by William Rainey, R. I.—History is never so attractive as when told in the form of fiction, and by writers of discrimination. The author of this story is one who is known as the writer of other successful historical tales. He follows Harry Rochester thru those famous campaigns and makes the story vivid with the account of the personal experiences of that young soldier. His object is, besides the telling of a good story, to give some account of the operations that resulted in one of the most brilliant victories ever gained by British arms and to throw as clear a light as possible on life and manners two hundred years ago. There is a map of the Low Countries in 1703 and a plan of the battle of Blenheim. (G. P. Putnam's Sons, New York. Price, \$1.50.)

Dr. Josiah Strong, the author of *THE TIMES AND YOUNG MEN*, is a man of deep sympathies and wide experiences. He has succeeded in summing up, out of his useful life, a message to young men which is sure to have a far-reaching effect. He answers many of the perplexing problems which are constantly confronting those who want to make the best use of their lives. He points out the laws of service, sacrifice and love, applying each one not only to the great social problems of the age, but to the personal every-day problems of living. This message of inspiration ought to be in the hands of all thoughtful and earnest young men. (The Baker & Taylor Company, New York. Price, 35 cents.)



The Fight in the Castle Yard. From "Adventures of Harry Rochester." Published by A. P. Putnam's Sons.



Maison de Jean François Millet
Grouchy

From "Rambles in Normandy."
Published by L. C. Page & Co., Boston.

The "Little Cousin" series of stories of child life has proved very popular with children. A school or children's library can hardly be complete without these charming stories, told by Blanche McManus. OUR LITTLE FRENCH COUSIN was published last May, and it is sure of a hearty welcome from young readers. "To her little cousins across the sea, little Germaine, 'Our Little French Cousin,' sends greeting." The book is printed in large type, and is illustrated in tints. (L. C. Page & Co., Boston.)

In the foreword to GREATNESS IN LITERATURE Professor William P. Trent, of Columbia university, states that his book consists of a series of papers rather than essays. But this fact need not make the reader feel that he can not profit by a study of the volume. On the contrary, the eight "papers" are of exceedingly practical value to every critic and teacher, because they have been tested on many academic occasions. The author has endeavored to follow a definite line of thought in each paper. The first paper, for example, deals with the relative merits and rank of various authors. Altho Professor Trent admits that it is a "rash attempt" to place different grades of genius in their respective places, he points out certain rules and considerations which will appeal directly to critics and readers and aid them in appreciating the best. The seven remaining papers are closely interwoven with the main theme. (Thomas Y. Crowell & Co., New York. Price, \$1.20.)

THE STORY OF THE CHAMPIONS OF THE ROUND TABLE, written and illustrated by Howard Pyle.—Mr. Pyle has the rare gift of combining the ability to draw with that of telling a story with wonderful charm. He has not failed in either respect in the present volume. In the quaint style of bygone days the author takes us back over the scenes in the experiences of Sir Launcelot, Sir Tristram, and Sir Percival. These gallant knights of the Table Round have always appealed to both young and old. Aided by numerous illustrations, the reader's interest is once more aroused in these old tales. It is a splendid gift book. (Charles Scribner's Sons, New York. Price, \$2.50 net.)

ROMANCE OF THE FRENCH ABBÉYS, by Elizabeth W. Champney.—We have not space enough at command to tell of the beauty and charm of this magnificent volume. This author has published several other books on allied subjects, and her mind is saturated with the history and romance of old France. In this book she makes us appreciate some of the genius, self-sacrifice, and devotion of the monks who reared these stately piles. The architect monks of Cluny, traveled even into other nations building the abbeys of their order, but they especially glorified their own land with these poems in stained glass and stone. With the suppression of the monasteries, these ancient structures are fast changing and passing away, and hence this volume as a record of what they were will be especially treasured. The author has brought back from her pilgrimages a few incidents which have moved her in the history of her best-loved abbeys: legends of the Saints Bernard and Francis

from Clairvaux and the abbey of Montmajour; a tale of chivalrous adventure from a commandery of the Knights Hospitallers; the story of the ambition of one of the artisan monks of Cluny, an echo of the horror of the Inquisition which still lingers about the dungeon walls of Carcassonne, and the portal of Saint Ouen; the tradition of the flowering of a woman's love in the Gothic arches of the abbey church at Brou; a fantasy from Saint Denis of the childhood of Saint Louis; a burlesque from the playwright of the miracle spectacles from Fécamp, and other similar tales. The romantic love of woman may be generally wanting, but there are others connected with the love of achievement and of fame in scholarship, devotion to the order or to humanity, the love of power, etc., The book has many beautiful illustrations, a large proportion of them colored. (G. P. Putnam's Sons, New York.)

ITALIAN BACKGROUNDS, by Edith Wharton.—This is a book which if one does not bring something to it, he will carry very little away. It is one that presupposes considerable knowledge and artistic taste on the part of the reader. For such, on account of Mrs Wharton's sympathetic touch and wide knowledge of the subject, it will be a storehouse of treasures. Besides possessing thoro knowledge based on original research, she possesses ability to enter into and value different aspects of life and different forms of art, and a finished and suggestive style. The penetration of every form of art by the genius of the people, is thought out by the author in nearly every chapter. She finds art, literature, and architecture all mingled in the history of every important city and furnishing its life and charm. The title it seems is extremely appropriate. What she has to say about the arts may be considered only as backgrounds on which she draws pictures of society and life. (Charles Scribner's Sons, New York. Price, \$2.50 net.)

Money, clothes, country homes, and automobiles, are the standards of entrance into the society revealed by the interesting and clever Edith Wharton, in THE HOUSE OF MIRTH. Because this is so, many of the characters depicted are vulgar, coarse and at times extremely despicable.



From "Italian Backgrounds," by Edith Wharton.
Published by Charles Scribner's Sons, New York.



WHIRLED DOWN THE LENGTH OF THE ROOM

From Shakespeare's Xmas,' etc., published by Longman's, Green & Co.

In spite of the weakness of the heroine the reader sympathizes with her struggle, but knows from the beginning, when her money gives out, what the inevitable result will be, simply because the standard is money. So we are not surprised to find the beautiful Lily Bart sewing spangles on hats, and living in a boarding house where the odor of cooking fills the halls. If this were a picture of the really best society, where the standard of entrance was brains and personal worth, the descent would not have been so abrupt nor the end so tragic. If one keeps this in mind while reading the story, it will not give one a disagreeable shock nor a pessimistic attitude. The feeling will rather be one of thankfulness that fate has not decreed that the reader should have been tempted to live such a worthless and superficial life. It is indeed a remarkable novel. (Charles Scribner's Sons, New York. Price, \$1.50.)

All who have read the popular "Brenda" books will welcome AMY IN ACADIA, by Helen Leah Reed, which is the first volume of a second series. The story is strong and wholesome and full of interesting incidents of travel. There is a certain charm about the word "Acadia." It conjures up many pictures of bygone days when strong men and brave women struggled against the perils of the wilderness and the sea. So this story of Amy and her girl friends as they visit here and there among the descendants of the exiled Acadians repays all the beautiful scenery and historic situations of this romantic region. A splendid supplementary reader. (Little, Brown & Company, Boston. Price, \$1.50.)

HEROES OF ICELAND, by Allen French, tells the story of Burut Njal of the far off days of chivalry in Iceland. It gives us also carefully selected facts of historical interest and value. In short it is a splendid supplementary reader, with notes on the pronunciation of names, a table of dates, and a map of the southern portion of Iceland. The story itself holds the interest, and will be eagerly read by young people. (Little, Brown & Co., Boston. Price \$1.50.)

THE MUSIC LOVERS' TREASURY, edited by Helen Philbrook Patten, will be welcomed by all lovers of music and poetry. It is compiled with unusual taste and discrimination. One is amazed in glancing thru the pages at the number of striking poems that have been addressed to composers or written about musical instruments. Among the subjects represented are the great masters, including Beethoven, Mozart, and Chopin; and the violin, lute, piano, and orchestra. The poets range from Shakespeare, Milton, and Schiller, to those of the present generation. The illustrations are striking. (Dana Estes & Co., Boston. Price, \$1.20 net.)

WORDS OF GARRISON, a centennial selection (1805-1905), compiled by Wendell Phillips Garrison and Francis Jackson Garrison.—As a forerunner of freedom for the slave, William Lloyd Garrison uttered words that burned deep into the hearts and consciences of men. Those who were in sympathy with the institution of slavery called him a fanatic, agitator, an incendiary, and a madman. Those who were conservative deplored his vigorous and uncompromising language and also denounced him as one who would destroy existing institutions. His fellow abolitionists welcomed him as a prophet and followed him faithfully thru trying times, when the way seemed dark and uncertain. Words delivered under such revolutionary circumstances in the history of our country deserve to live in the hearts of all men who love freedom. They were often harsh and uncompromising, but they were the words of a man who was a prophet in the true sense of the word, one who believed with all the strength of his nature in human freedom. This attempt, therefore, to compile the expressions of such a man in a handy and convenient form is a worthy one. (Houghton, Mifflin & Co., Boston. Price, \$1.25.)

Second in the list of books for young people, most in demand in the libraries of one of our largest cities a month ago, stood THE RED BOOK OF ROMANCE, by Andrew Lang. This speaks pretty well for a 1905 book, and it shows that the books of fairy tales and romances—with their green, or blue, or pink, or red covers—are really among the most popular collections ever made, with those severest of critics, growing boys and girls. The writer grew up, in stature, a good many years ago, but he knows of nothing he would like better to do this very minute than to read every one of the Red Book romances. He has read several, and for the time he was a boy again, utterly absorbed in the adventures of Una and the Lion, Apuleius' tale of Cupid and Psyche, and Havelok and Goldborough. Mr. Lang has done great service in collecting his stories and romances. The series is certainly the best of its kind in the English language. (Longmans, Green & Co., New York.)

The plot of THE SCHOOL-HOUSE IN THE WOODS, by A. G. Plympton, is rather unusual. Characters all have more or less opportunity to learn of the beauties of nature and how to treat the inhabitants of the woods. It is a thoroughly enjoyable story for schoolboys and girls. (Little, Brown & Co., Boston.)



HE NEITHER CARED NOR SAW WHO IT WAS WHOM HE HAD JOSTLED
From "Starvecrow Farm." Published by Longmans, Green & Co.

THE TREASURE BOOK OF VERSE, being a re-issue of poetry for home and school, chosen and arranged by Anna C. Brackett and Ida M. Eliot.—This collection of poems was made with the principle in view that no poems should be admitted except those which had borne the test of time, and whose right to a place in the domain of true art had been conceded. Only in a few cases did the compilers depart from it. These exceptions are found principally in the first part, which comprises the poems designed to be learned by children from six to ten years of age. In this department the range from



THE PIED PIPER OF HAMELIN.

From "The Treasure Book of Verse." Published by G. P. Putnam's Sons.

which to select is very limited. The arrangement is based on the practical wants of the school-room. The poems may be learned in the order in which they stand, without the monotony arising from arranging all the poems of one author together. The double index will make it easy to refer to any author or any selection, when desired. The beautiful printing, binding, and illustration make this an excellent gift-book, as well as a book for use in school. (G. P. Putnam's Son's New York.)

Never was Irving issued in a more unique form than in the tiny edition recently received. These books are only two and a quarter inches long by one and five-eighths inches wide. They are bound in green flexible leather with the title stamped in gilt on the back. The five books are made up of extracts from "The Sketch Book," "Tales of a Traveler," "The Alhambra," "Christmas Sketches," and "Bracebridge Hall." They are enclosed in a box, which is covered with green leather. These books are not mere curiosities. They are of service, for the print is large enough to be read without difficulty. The volumes make one of the most acceptable gifts imaginable. (Thomas Y. Crowell & Co., New York.)

THE LIFE THAT COUNTS is the title that Samuel V. Cole gives to his volume of inspiring and uplifting essays. We can give no better idea of the aim of the author than by quoting from his preface: "What counts is the good life; there is no other worth living. But whatever is good is good for something beyond itself; goodness, in the abstract, goodness isolated and unrelated, does not exist. Goodness implies a goal, an object, a something on which to expend its energy. The good life is the life that reaches out, that fulfills itself, in ministration to other lives. The life that counts is the life that serves; the life that counts most is the life that serves most." The author makes many mentions of passing events and thus gives his essays a freshness and interest they would not otherwise have. To read the book means intellectual enjoyment; to heed it, a higher plane of living. (Thomas Y. Crowell & Co., New York. Price, 75 cents.)

THE WIFE OF THE SECRETARY OF STATE is the title Ella Middleton Tybout gives to her story of Washington life. The capital of the nation is different from any other city in the country by reason of the diplomatists, politicians, and others that it calls together, and hence it presents a very promising field for the novelist. The author has worked out the possibilities of such a society for mystery, intrigue, and love. It is a general picture of Washington society, and not intended to show conditions during any particular administration. This is a thoroly good story and likely to have a better run than "Puketown People," the successful one issued by the author last year. (J. B. Lippincott Co., Philadelphia. Price, \$1.50.)

THE UPTON LETTERS, by T. B., prove conclusively that the art of letter writing is not dead. The letters were written by a master in an English public school to an invalid friend in Madeira, and treat of many phases of life—religious, social, and intellectual. Some of the personal portions have been omitted; otherwise they appear as they left the hand of the writer. The principal charm is due to their freedom and spontaneity. The discussion of the life and work of some who are famous in English literature will make these epistles of special interest to the student. (G. P. Putnam's Sons, New York.)

DICKENS TALE OF TWO CITIES has been placed by the colleges upon the reading, but not the study list. While not the best story Dickens wrote it is one that has an excellent plot and a large measure of his infectious humor, genuine pathos, and vivid portrayal of character. As reflecting

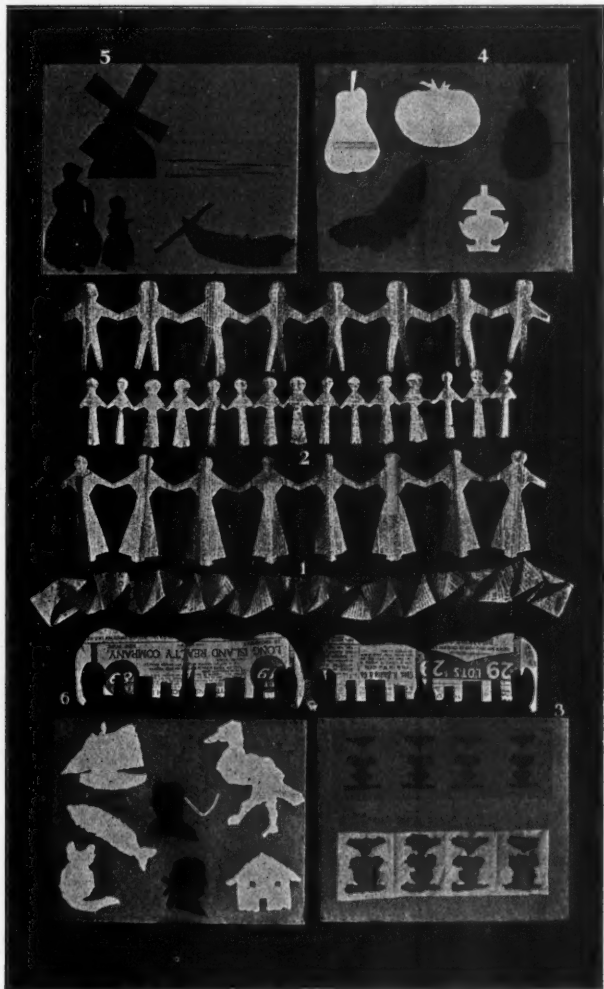
his view of that great historical event, the French revolution, it is worth close study by the student. An edition of the novel, with an introduction by Edwin Percy Whipple, edited for school use by R. Adalaide Witham, has been issued in the Riverside Literature Series. Many allusions to Carlyle's "French Revolution" appear in the notes; first because the author's own preface leads us back at once to the book which was the inspiration of this work; second, because reading Carlyle and Dickens side by side, the pupil cannot help but comprehend the laws of the novel as a type of literary art, and the peculiar kind of workmanship that goes into the making of a historical novel. The volume has a neat and attractive cloth binding and a portrait of Dickens and a number of other excellent illustrations. (Houghton, Mifflin & Co., Boston. Price, cloth, 50 cents; paper, 45 cents.)

A SERVANT OF THE PUBLIC, by Anthony Hope.—Those who have not read a story by this author, can scarcely conceive of the interest and charm his books possess. This is not a romance of adventure, like "Phroso" and other books, but it has sufficient claim for interest nevertheless. It tells who Ora Pinsent was, what she was, and why she was, how she appeared to her friends and to the world outside her profession, and how that profession determined her life and actions. While about an actress, the story is not about the stage, and holds nothing in common with the conventional novel of the theater. There are four illustrations by Harold Percival. (Frederick A. Stokes Co., New York.)

EVE'S DAUGHTERS, compiled by A Mere Man and portrayed by Arthur G. Learned.—This book treats of a subject in which it is taken for granted, all are interested. The text is made up of quotations in prose and verse from the wisest and wittiest writers of all countries, most of them of the masculine

PLATE V

47



PAPER CUTTING

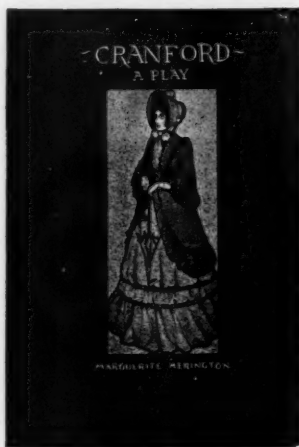
1. Accordion.
2. Paper dolls.

3. Stencil.
4. Free-hand cutting.

5. Free-hand cutting.
6. Paper tearing.

From "Occupations for Little Fingers."
Published by Chas. Scribner's Sons.

persuasion. We expect the members of the gentler sex to read these extracts even if some of them contain stinging satire or display apparent optuseness as to their charms. The men will surely read them, but their glee should not disturb their gentler sisters—these are only the opinions of mere men compiled by a mere man. The illustrations are copious and of a varied and amusing character. The artist has displayed a wonderful inventiveness in the designs, combined with fine fancy and much humor. On the different pages the pictures serve as a setting for the text, and there is a variety that will please the artistic taste. (Dana Estes & Co., Boston.)



CRANFORD, A PLAY, in three acts, has been developed from Mrs. Gaskell's story of the same name by Marguerite Merington. It pictures the manners and customs and habits of speech of people in a provincial town when King William the Fourth and Queen Adelaide were on the throne. At that time ladies who could not afford sedan chairs, under the guidance of a lantern bearer, clattered home from parties in their pattens, and wearing calashes or coverings over their caps, not unlike the heads fastened on old-fashioned gigs, but not quite so large. The play is full of quaint humor and the characters interesting.

It is one that would please a cultivated audience. The book has a beautiful colored frontispiece and a cover design showing a lady dressed in the costume of King William's time. (Fox, Duffield & Co., New York.)

A strong, wholesome story for girls, which has been compared with "Little Women" in its absorbing interest for both young and old, is A DAUGHTER OF THE RICH, by M. E. Waller. The heroine is a little girl, the child of a rich father. The scene shifts now and then from the life of the city to a dear old home in Vermont, where the Blossoms live in happy, simple, cheerful surroundings. The influence of these rare folks and mother "Martie" develops the little girl into an unselfish, lovable grown-up girl. The book is highly recommended for school libraries. (Little, Brown & Co., Boston.)



"The Breath of Roses all About Her." From "The Roses of St. Elizabeth." Published by L. C. Page & Co.

ures of those who bring from out its restless waves the means of livelihood. (Charles Scribner's Sons, New York. Price, \$1.50.)

MCALLISTER AND HIS DOUBLE, by Arthur Train.—Unfortunately for McAllister, clubman and gentleman of leisure, his double was a wily jail bird wanted far and near for many criminal acts. This plot forms the basis for the many awkward positions in which the innocent McAllister finds himself. They are set forth in a series of stories, sometimes actually thrilling, sometimes humorous, but always decidedly interesting. The author is a lawyer connected with a district attorney's office and has had an opportunity to gather this entertaining material at first hand. (Charles Scribner's Sons, New York. Price, \$1.50.)

FOUR IN CAMP, by Ralph Henry Barbour, is a first rate story for boys, full of adventures and other incidents of camp life in the woods of New Hampshire. Mr. Barbour is well known as an entertaining writer for young people, and this attempt fully justifies his reputation. The illustrations are good, including a map of the camp and immediate vicinity, which adds interest and value to the story. (D. Appleton & Co., New York. Price, \$1.50.)

The difficulties of an ambitious young man in his efforts to climb the dizzy ladder of social life is revealed in Mrs. RADIGAN by Nelson Lloyd, the man himself. There is no doubt about the breezy good humor that prevails along the uncertain path via the horse show, the swell dance, and the costume ball. It has been described as a clever and genial satire on society, and the point is well taken. A good story to read in idle moments. (Charles Scribner's Sons, New York. Price, \$1.00.)

THE BRASS-BOUND BOX, by Evelyn Raymond, is a fascinating story for girls, full of strong characters and interesting incidents. The heroine is a fun-loving, high-spirited girl suddenly transplanted from the city to an old-fashioned country place. Here she lives with a lovable old aunt in a big country house, where she has many exciting experiences. There is a secret chamber in the house, and a deep mystery that is not unraveled until the very end. The part Katharine plays in disclosing the secret of the old box and how it affected the future of those she had grown to love, will hold the breathless interest of all girls, and boys too, for that matter. (Dana Estes & Co., Boston. Price, \$1.25.)

LONELY O'MALLEY, by Arthur Stringer, is a humorous story of the "Tom Sawyer" type, sure to be read with eager



Attractive Covers of two new Books for Children. Published by L. C. Page & Co., Boston.

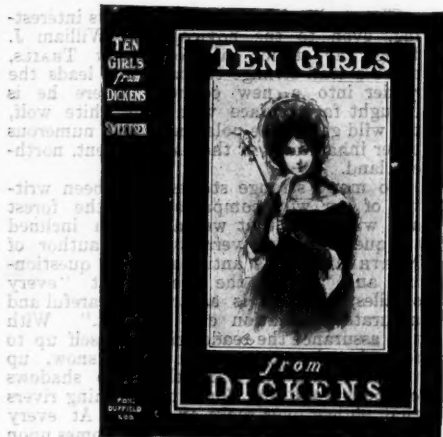
interest by boys. The hero is everything lively boys could desire. He knows how to make traps, to swim, to play Indian, descend upon an orchard, and hide in a cave of his own digging. He is, besides, a boy with genuine pluck and rugged honesty. Boys of all ages from fourteen to forty will want this story with its many humorous sketches by Frank T. Merrill. (Houghton Mifflin & Co., Boston. Price, \$1.50.)

The list of college preparatory requirements in English includes Longfellow's THE COURTSHIP OF MILES STANDISH. The Macmillans are all ready for it, with their series of "Pocket American and English Classics." The volume is edited, with introduction and notes, by Dr. Will David Howe, professor of English in Butler college. The books of the series are handy, inexpensive, and withal carefully and well edited and gotten up. The cost is 25 cents each. (The Macmillan Company, New York.)

IN FIGHTING KING GEORGE, John T. McIntyre has written a story with true historical sense and charm. It relates the experiences of a patriotic boy of seventeen in his efforts to aid in overthrowing the yoke of the English king during the War for Independence. Students of American history in our schools will read it with absorbing interest. Many of the characters that move thru the story are historic. The book will be welcomed as a supplementary reader. (The Penn Publishing Company, Philadelphia. Price \$1.25.)

A PLEBE AT WEST POINT, by Capt. Paul B. Malone, United States army, is a story that will appeal to that wide circle of American boys who are interested in life at the United States military academy. Altho the book is classed as fiction, it is evident the various incidents are founded on fact, and the story gives a good idea of a cadet's experiences in this famous institution. How the boys work, how they study, how they play, and how they are disciplined, are related in the chapters of this most fascinating book. There are several good illustrations by F. A. Carter. (The Penn Publishing Company, Philadelphia. Price, \$1.25.)

JOSIE BEAN: FLAT STREET, by Harriet A. Cheever, illustrated by Diantha W. Horne. The author of this story needs no introduction to the younger class of readers, as her books have for years been popular with the boys and girls. In this book she tells how a brave young girl rose, by her own exertions, from poverty and obscure surroundings to



Fox, Duffield & Co., Publishers.

successful work as an artist, and to opportunities for travel and friendships. The character of Josie possesses as great charm and beauty as her rosy face, surrounded by its frame of auburn hair. Not only the girls but their brothers will take a liking to this story. (Dana Estes & Co., Boston. Price, \$1.25.)

THE ARMSTRONGS is a well constructed story by that well-known writer for the young, Laura E. Richards. Three city children—Edith, May, and Agatha Armstrong—spend the summer with their mother's spinster cousin, Miss Eunice Verney. Their adventures are related to the mother of the girls in a series of letters written by each of the children and by Miss Eunice. It is a novel way of telling a story, which the young people will find extremely fascinating. The book is illustrated by Julia Ward Richards. (Dana Estes & Co., Boston. Price, \$1.25.)

MR. PENNIPER'S FAIRY GODMOTHER is a tale told for the children by Amy Woods, a new writer, but one who will no doubt at once jump into popularity. Mary Gray, Mr. Penniper, Mary's mother, Miss Brice, the school teacher, and others who play their part in the story will immediately become favorites of the children. The sweet, old-fashioned virtues of patience and unselfishness are well illustrated in this story. (Dana Estes & Co., Boston. Cloth, thin 12mo., illustrated, price, 50 cents.)

The average boy loves to do something. It is usually play that engages his attention, but he does not mind a little work if it has some semblance to play. Hence boys will take a great interest in **THE OLD MONDAY FARM**, by Louise R. Baker. The story, in brief, is this. Charley Swan's father bought a farm and let Charley run it. The boy thus had opportunities for raising crops, haying, lumbering, fishing, and hunting. Of course Charley had the time of his life. Even his troubles, perplexities, and mistakes proved good for him, and what he failed to gain in wealth was amply made up in experience. The illustrations are by J. W. Kennedy. (Dana Estes & Co., Boston. Price, 50 cents.)

BEAUFORT CHUMS, by Edwin L. Sabin, is a boys' story written by a man who has kept the boy spirit. The scene of the story is on the Mississippi river, and opens during a flood over the lowlands, when the chums rescue a dog from a deserted barn. After this the dog is one of the chums and figures in the many exciting adventures which follow rapidly in the story. The tale is clean and absorbing from beginning to end, and every boy who gets hold of it will read it with eager interest. (Thomas Y. Crowell & Co., New York. Price, \$1.00.)

Ever since the little volume by the president of Harvard university, entitled **THE HAPPY LIFE**, came from the press, it has been spreading its message of cheer and hope to many who sometimes wondered if life held very much of happiness after all. In a way, the thoughts presented are very like those in the "Simple Life," by Mr. Wagner. **THE HAPPY LIFE** was written some six years before the book by the French pastor, and as one critic has said, "It is very possible that if the president of the United States had chanced to call attention to **THE HAPPY LIFE**, we might at that early date have recognized in our own land and tongue—in a form fully as masterful and even more concrete—as powerful and practical a plea for simplicity of living as that we exploit in the volume by Charles Wagner." (Thomas Y. Crowell & Co., 75 cents net.)

MORE ADVENTURES OF THE HAPPY HEART FAMILY is the title of the latest book for children, by Virginia Gerson. The Happy Hearts have become favorites with the children because their sayings and doings are so much like those that belong to Fairyland. Papa Good Heart, the little Mother Heart, and other characters that have not appeared before are introduced, and what they do illustrated by funny colored pictures that will delight the children. The book is a small quarto, bound in cloth and has a pretty cover design in which the members of the Heart family are introduced. (Fox, Duffield & Co.)

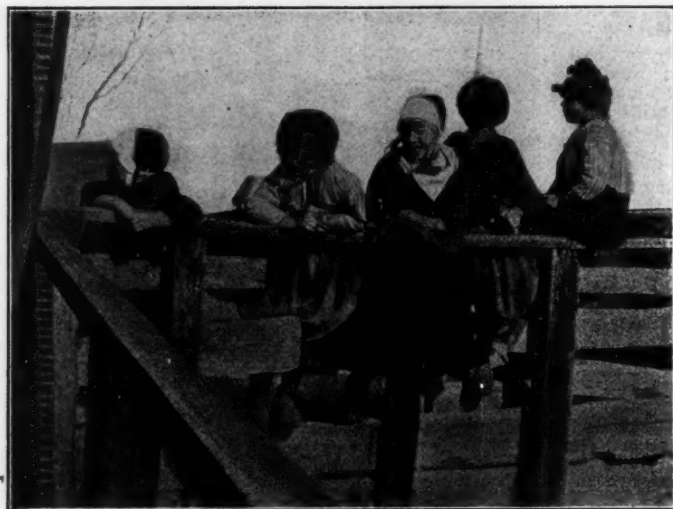


Shakespeare's **KING HENRY V.** is a recent addition to "Macmillan's Pocket American and English Classics" series. It is edited, with introduction and notes, by Ralph Hart Bowles, instructor in English in the Phillips Exeter academy. To readers not familiar with the series, it may be stated that the books, which are about five by six inches in size, are well printed, and well bound in red cloth. They are in every way fitted for use in the school-room. (The Macmillan Company, New York.)

FIFTY-TWO STORIES FOR BOYS, edited by Alfred H. Mills. The compiler of this book, who is also the author of several of the stories contained in it, evidently knows the kind of stories that boys should read. He suits their taste and yet presents a superior kind of juvenile literature, choosing his material from the work of the best story-tellers for boys of the day. These tales are classified under the heads of in school and out, the sea and the sailor, life and experience, the sword and gun, and travel and adventure. The stories inculcate the love of honor, manhood, courage, and loyalty. There is no intelligent boy in his teens but would prize it highly as a present. It contains a few good illustrations. (D. Appleton & Co., New York. Price, \$1.50.)



From Teachers Magazine for November.



Illustrations from an article about "The Children of Holland," in *Teachers Magazine* for November. This magazine is the most helpful and most beautiful periodical published for teachers.

United Educational Co., 61 East 9th St., New York, Publishers.

FRENCH PATHFINDERS IN AMERICA, by William Henry Johnson.—This is a narrative of French explorations, recounting the adventures and discoveries of such men as Cartier, Champlain, Marquette, La Salle, Hennepin, and others. The story of the adventures and sacrifices of these men has been often told, but it will bear frequent repetition. In this book the account of these explorers is presented in such simple and direct fashion as to attract young readers. The author has sought to add to the usefulness of the volume by introductory chapters, simple in language, but drawn from the best authorities and carefully considered, giving a view

of Indian society; also, by inserting numerous notes on Indian tribal connections, customs, and the like subjects. The volume has seven full-page illustrations. (Little, Brown & Co., Boston.)

The study of animal life is always interesting, even to the novice. Mr. William J. Long, the author of *NORTHERN TRAILS*, takes a trail strange to many and leads the reader into a new country, where he is brought face to face with the white wolf, the wild goose, the polar bear, and numerous other inhabitants of the barren, silent, northern land.

So many strange stories have been written of our wild companions of the forest and wilderness that we are often inclined to question their veracity. The author of *NORTHERN TRAILS* anticipates this questioning and assures the reader that "every smallest incident is as true as careful and accurate observation can make it." With this assurance the reader gives himself up to following the many trails over the snow, up the mountain side, thru the deep shadows of the forests, and down the rushing rivers that plunge over rocks and falls. At every step of this wondrous journey he comes upon strange and fascinating incidents in the lives of the wild. At every step also he tries to understand why, for instance, "the big Arctic wolf spares the bull caribou that attacks him wantonly; why the wild goose has no fear at home; why the baby seals are white at birth; how the salmon climb the falls which they cannot jump, and why they hasten back to the sea when they are hurt; how the whale speaks without a voice; and what makes the firefish confuse his trail or leave beside it a tempting bait for you when you are following him,—all these and twenty more curious things are waiting to be seen and understood at the end of the trail." This book will be found to be a valuable addition to any list of supplementary readers and to school libraries. (Ginn & Co., Boston. Price, \$1.50.)

Tudor Jenks has been writing successful stories for young people for a number of years now. The teachers and pupils have reason to be grateful that he has recently turned his attention and his versatile pen to historical subjects. **CAPTAIN MYLES STANDISH**, his most recent book, is particularly good. The story is well written, and the boys and girls who are studying United States history will devour its pages with especial enthusiasm. The book has excellent illustrations, it is printed in large type, and is strongly bound. It belongs in every school and town library, and is deserving a place on the intermediate and grammar school teacher's desk. (The Century Co., New York.)

HOW TO STUDY PICTURES, by Charles Henry Caffin, is a book for every lover of pictures and for everyone who would enjoy pictures understandingly. The author has aimed to unfold, as he says, the gradual progress of art; to show how various motives have from time to time influenced artists, and how the scene of vital progress has shifted from country to country. A bird's-eye view is thus given of the whole field of painting. For some this will be sufficient, for it will enable them to recognize, as a critic has said, the landmarks of the subject. Other students, however, will want to continue the study here begun, since they will recognize what a splendid groundwork the reading of the book has given for further investigation. The illustrations in the book consists of many insets and full-page reproductions of notable paintings. The complete index and glossary add to the value of the work. (The Century Company, New York. Price, \$2.00.)

index and glossary add to the value of the work. (The Century Company, New York. Price, \$2.00.)

THE SON OF THE SWORDMAKER, by Opie Read, is an interesting romance of Rome and the fortunes of a boy who grew up with the determination to be both a soldier and an orator. He early resolved, and was taught to remove every obstacle from his pathway, which hindered his advancement. His strange and thrilling adventures will hold the interest of young readers to the very end. (Laird & Lee, Chicago.)

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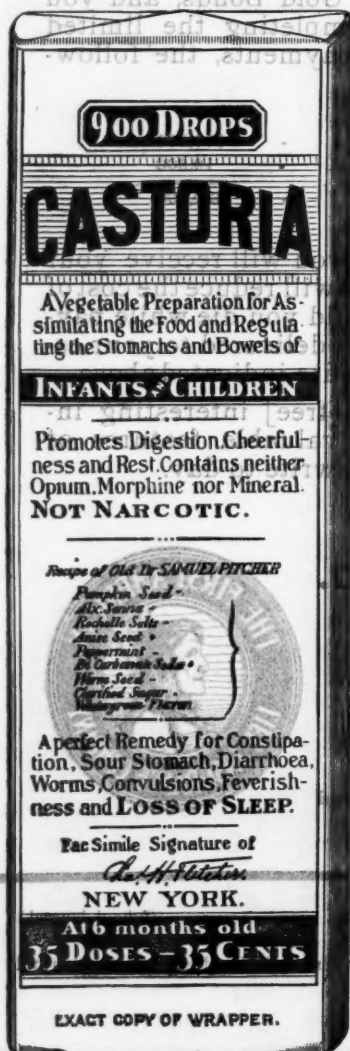
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More Chicago News.

(Continued from page 549.)

The following statistics are taken from Mr. Bogan's report on the vacation schools which will probably appear within a few weeks, and show the per cent of nationalities enrolled. Americans 5.66 per cent., Norwegians 4.10 per cent., Irish 6.59 per cent., Jews 21.38 per cent., Italians 21.63 per cent., Africans .36 per cent., and Germans 16.31 per cent. There were pupils of other nationalities who attended; these are the most significant facts noted. The Italians and Jews made the most of the opportunities offered, not wholly because they are alive to the economic importance of training their children in handiwork but because the vacation schools were in the very poorest districts of our city, which are populated largely by Jews and Italians.

The total enrollment in the eight public vacation schools which were open for five weeks of the past summer was 6,583.

Average daily attendance at each school, 545.

Average daily attendance on excursions, 537.

Total cost for 8 schools for 5 weeks, \$10,335.63.

Average cost per school, \$1,286.37.

Cost per capita based on average daily attendance, \$2.60.

Cost per capita based on total enrollment, \$1.56.

Cost of excursions, \$913.75.

Cost per capita per excursions, .068.

The report says that the total cost of the vacation schools was \$10,335.63. This does not take into account the cost of the exhibit of these schools which is now held in the Municipal Museum. Mr. Bogan estimates that it will require about \$1,000 to keep this working exhibit, as it is called, because pupils from the vacation schools are there showing just how the work on the exhibition was done, running until the last of November.

With few exceptions the teachers in these schools were not specialists but grade teachers with a special aptitude for different kinds of constructive work.

An interesting experiment was tried at the Hamline school. A man owning an old two-story building very near the school offered the upper flat to the pupils free of charge for use for work in domestic science. The place was so dirty that it seemed hopeless to try to do anything with it, but finally the offer was accepted and the pupils were put to work cleaning and furnishing the place. The boys made furniture and utensils of every possible sort, and the girls spent their time on weaving rag carpet rugs, making curtains and bedding, cleaning and scrubbing, washing, ironing, cooking, etc. This flat, as far as actual space goes, represented more spacious quarters than those in which the average family of the district was housed, but otherwise presented the problem of poverty and unattractive and unwholesome surroundings which each family faced daily. The result of the work of the summer was that "the desert blossomed like the rose," that boys and girls alike carried away with them ideas on cleanliness and decent ways of living which they could put into actual practice in their daily lives.

Among the Chicago teachers there are a number of clubs which are very interesting. All have in addition to the educational part a social feature. Of these, "The English Club," with Mr. Hosc at its head, is doing work which cannot fail to prove of benefit not only to the body of teachers at large but also to the general public. The aim of the club is to study all phases of English work as related to our schools. The membership is limited to sixty, chosen to represent all grades from the kindergarten to the university, and besides teachers from the public schools there are some from private institutions, suburbanites, and college professors from the Northwestern and University of Chicago.

This body is divided into committees to report on libraries, work in other cities, public speaking, current literature, etc. Besides the regular monthly meetings, to which is attached the social feature of a luncheon at the Victoria Hotel, there are always two mass meetings a year, to which all teachers of Chicago and vicinity are asked. The discussions are always extremely interesting. The first mass meeting will be some time in the near future.

Another club, small in membership, but large in its purpose and the work it accomplishes, is that of the "Oral Teachers of the Deaf." To this only those actively engaged in teaching the deaf by what is known as the "pure oral method" and those who have once been engaged in such work are eligible. Besides discussing the many phases of this special work this body aims to forward the movement of introducing the pure oral method, that is, teaching deaf mutes to speak and understand by reading the lips. By accident the manual system, so much decried by this body of educators, was introduced into the schools of America. Early in the nineteenth century Gallaudet, one of the first to interest himself in this class of unfortunate, went abroad to study foreign methods. Failing to find Braidwood in London, he journeyed to Paris, and there fell in with the Abbe Sicard, the follower of the Abbe

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de l'Epee, who invented the system of hand signs. Gallaudet adopted his ideas and introduced them into America, with the result that the manual system was almost universally adopted. Now a strenuous effort is being made to put it aside wholly. The point is just here. The oral method teaches deaf mutes to speak and understand and mingle freely with speaking people, while those taught the signs can have little or no communication except with those trained in the same school. Practically the sign language is of little value, while speech is of inestimable value. When mutes begin on the hand signs it is almost impossible to get them to speak. Having an easy way of making some of their wants known, they do not make the effort that those who know nothing of signs. Why not give them the best? asks this body of educators.

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New York City Items.

(Continued from page 550.)

The Thomas Hunter Association of Grammar School No. 35, 160 Chrystie street, gave its ninth annual dinner at the Hotel Astor, West Forty-fifth street, Nov. 25. More than five hundred guests were present.

Nearly thirty applications for retirement were considered by the retirement board at its meeting on Nov. 15. It is said that a large number of these were approved. The final recommendations will probably be submitted at the January meeting of the board of education.

A new building for P. S. No. 27 is to be erected on East Forty-second street. The building is to have a frontage of 150 feet on this street, and will be four or five stories high. The plans provide for a roof playground. The cost is estimated at \$340,000. Philip Grunenthal is principal of No. 27.

Conference on Design.

During the month of November Dr. James P. Haney, director of manual training, held three interesting conferences on the subjects of color and design in the assembly hall of the board of education, for the benefit of teachers in the seventh and eighth grades. In connection with the conferences there was an exhibition

of some of the best work done by pupils of the seventh and eighth grades during the previous term. The exhibition included the designs shown last summer at the N. E. A. convention at Asbury Park.

Paintings for School Decoration.

Several years ago former Commissioner of Education Arnold Brunner suggested the idea of making school-room decorations a part of the building itself. Superintendent Snyder has had this plan in mind more or less, and is doing what he can to realize it.

As a step in this direction two handsome wall paintings have been made by C. Y. Turner for the new DeWitt Clinton high school. These paintings are now on exhibition at the hall of the board of education, where they will remain until the new building is completed. One of them represents the celebration of the opening of the Erie canal in 1825, and the other the course of the canal packet thru the Mohawk valley. The pictures are fourteen by sixteen feet. They will be placed in the panels on each side of the organ in the assembly room.

A New Kindergarten Building.

A generous and prosperous citizen of New York who wishes his name with-

held, has offered to erect a fireproof building for the use of the New York Kindergarten Association. The plans for the building were considered at a meeting of the building committee of the association on Nov. 10. They provide for several model kindergartens, the offices of the association, an association hall, technical library, and committee rooms. The site for the new building is at Forty-second street and Tenth avenue. The association and twenty-nine kindergartens under its supervision, with 1,500 pupils. Hamilton W. Mabie is president.

Burton Holmes.

This indefatigable traveler began his series of lectures by exhibiting pictures of Port Arthur during the siege. In one of these 1,000 Japanese were shown dragging an immense cannon. Fields with dead soldiers were also shown; these pictures were from the cameras of war correspondents. The speaker's popularity is shown by the fact that he is now lecturing in twelve cities.

Teachers' Life Insurance.

The Brooklyn Teachers' Life Assurance Association has had a long and honorable career. Some thirty-four years ago, before teachers thought of pensions, this association was founded. The purpose was, at that time, to pay little more than an amount which would secure a decent burial and pay the physician's bills. All these years the association has been man-

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Revised Regents' Examinations.

The Tri-County Conference of Principals is one of the best working bodies of teachers in New York state. Its meetings are held at Sidney, and the membership is composed of the principals of schools in Delaware, Chenango, and Otsego counties. The members of the faculty of the Oneonta normal school are also members, and teachers doing high school work are invited to be present. The session held Nov. 3 and 4 had for its officers Prin. Fred. W. Crumb of Bambridge as its president; Prin. C. H. Book-out of Hancock, vice-president; Prin. James M. Glass, Sidney, secretary and treasurer.

Friday evening the annual banquet was held, and addresses were made by Mr. C. W. Burnside of the Sidney board of education, and Prin. O. W. Wood, of Delhi. An address of unusual educational value was also given by Superintendent Blodgett of Syracuse.

Saturday morning the session was taken up aside from a short business session, with a discussion of the syllabus of 1905. Dr. Charles F. Wheelock of the education department took the leading part, and answered many questions. Dr. Wheelock considered himself fortunate in having a good subject and a good audience, but perhaps unfortunate in not having a prepared paper. He believes that examinations have been overdone in this state and elsewhere, and the new requirements are looking toward relief in that direction. We may have gone examination mad. The topics and the examinations are only incidental, as a good guide, to get the attention of the teachers and the pupil concentrated. There is enough in the syllabus to occupy the attention of a person during the whole of his natural life. Teachers are inclined to throw off responsibility and rely on the department. Schools should be run without too much consideration of the department at Albany, and be responsible for their own success. We would like to have children pass the examinations, but if the examinations and the best interests of the child conflict, the examinations and not the child should be sacrificed. It has come to the point where graduation depends upon the result of the examinations from Albany. This should not be, Dr. Wheelock believes, and hereafter it is doubtful if graduation papers will be examined early as heretofore, for those who wish to be graduated.

Speaking of the examinations, there need be no apprehension. A student who does good work will pass as heretofore. The same old principles will hold, and the examinations will be on subjects, not on syllabus. The examinations have been too long. It is probable that eight questions will be required for a perfect paper out of the twelve given, instead of ten out of fifteen as before, at least in many subjects. There will be some inno-

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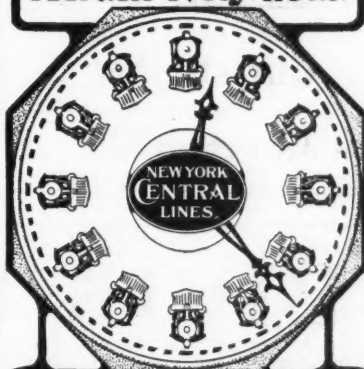
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ventions in the form of question papers. There will be optional questions, but there will also be groups, and some questions required out of each group. Perhaps there may be in some cases two questions with the privilege of selecting one. The required periods of recitation in a subject as noted in the syllabus will be exacted in allowing a pupil to take the examination, and principals will be required to report on recitation periods, or the pupil will not be admitted for examination except for reasons. It is believed that courses should be yearly instead of half-yearly. The large schools can come to this, and in most cases the small ones can also. Two periods for a year are better than five for a half year.

The examinations in English will be on the ability to write good English, fairly readable and in conformity to some of the regulations of grammar. There will be other questions, but the ability to make clean-cut statements will be necessary. Absolutely perfect English is not possible and is not expected. There seems to be a lack of sufficient attention on the part of teachers of classics and mathematics to good oral and written expression. We should look after English all the time in all classes. Geography, history, algebra, and other classes are excellent for teaching clear expression. It is expected that care will be exercised in the use of the tenses, etc., but to say, "I have went," and "I seen," is not altogether unpardonable if there is clearness and accuracy of expression. In one examination in arithmetic the question was asked regarding the Roman notation: "What is the effect of repeating a letter?" Many answers were: "It makes it larger." There will be a new subject to be known as English grammar. The examination in this will be a pretty stiff one in logical grammar. This examination will not be required, and will not count towards required English work. In the English examinations there is likely to be a little parsing, tho not much. The selections for parsing are quite likely to be from something outside the required readings. False syntax may be required to some extent. Attention should be given to definition and expression. There will be a special third-year examination to include the three years' work. Dr. Wheelock hopes that all will take that examination thereby reducing the number of examinations.

The greater part of this refers to the new syllabus and the new examinations when they come into full force. In January, practically the old conditions will be observed. The special topic in elementary English will be "Evangeline," as heretofore, and the writer understood Dr. Wheelock to say that the same topic will be used in June. There are to be two sets of examination papers, and students who begin now may take the examinations based upon the new selections. Speaking of the selections, there is a great deal more in them than anyone gets at first reading. Much more is this true with the immature student. It is probable that we get much more out of Shakespeare now than we ever thought was there. Even our own sentences often say more than we think they do, as we sometimes find to our sorrow.

There will be three examination papers in second-year Latin. They will not be much longer than question papers have been. Work in Latin should be done as it has been done, and the same statement applies to Cicero and Virgil. An effort will be made to bring the French and German up eventually to the present standard of Latin and Greek. The modern languages have been treated too easily.

There will be three examinations in algebra, and it is thought best to give fewer questions, six or eight, and no alternative questions. There should be definite statement and correct definition.

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More mental work is needed. Mental arithmetic should come more to the front. Graphic algebra was mentioned, and Dr. Wheelock took a little time to explain by blackboard diagrams what it is. The teacher will do well to look up analytical geometry, as he should know more than he is to teach. In the work on graphic algebra the pupil should be supplied with cross section paper and plot the curves thru points he gets from a consideration of his equations. There is a little pamphlet just issued by Ginn & Co. which deals with the subject. A teacher present suggested that Wells' algebra devotes some space to it.

Speaking of science work and of the requirements concerning laboratory work and the laboratory note-books, quite a spirited discussion ensued. Twenty credits are allowed for a perfect laboratory note-book. An absolutely perfect one might be found once in about a thousand years. Out of a good class of twenty pupils, with good teaching, half of the books ought to be credited seventeen to eighteen per cent. Thirty-five experiments are given, and twenty of these are expected to be performed, tho others of equal value might perhaps be substituted. In grading the books, form and statement, as well as answer and result are to be considered. The drawings, the English, the organization, and the conclusions are important. The note-book is not to be considered a work of art, but should show ability to express. Drawing as a means of expression should be continued the whole four years, and the science work affords a good place for it. There has been a lot of poor laboratory work, with no definite end in view. One principal said he had visited many schools and had found only one where the laboratory work and the note-books were of any value. There, the books were never allowed to be taken from the room, and when completed were sealed. Not until June, 1909, does the whole of this present syllabus and the accompanying requirements go into effect. That will be the time when the class entering high school this fall will be graduated. Two years have been spent in the preparation of this syllabus. A vast amount of work has been done upon it, and there has been a great deal of consultation regarding it.

Sir William McDonald recently gave \$250,000 to the common schools of Canada with which to introduce the elements of agricultural science. Sir William and Professor Robertson of Canada are now in the United States making a study of the subject in order to insure the best use of the endowment.

Recent Deaths.

Mrs. Ellen Beer, wife of Mr. W. A. Beer, editor and proprietor of the Byesville "Enterprise," died after several weeks' illness, at her home in Byesville, Ohio, on Wednesday morning, Nov. 15. Mr. Beer is well known thruout the state of Pennsylvania, where he was county superintendent. He was later for some time connected with the United Educational Company.

Prin. Samuel M. Spole, who has been connected with P. S. No. 32, Brooklyn, for thirty-two years, died in the week of Nov. 13 of pneumonia. Mr. Spole was sixty-six years of age and had been engaged in teaching since the early sixties.

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N.Y. State Teachers Association.

The New York State Teachers' Association will hold its sixtieth anniversary at Syracuse, N. Y., Dec. 27-29. The following union program has been arranged:

WEDNESDAY, DECEMBER 27, 8 P. M.

Union meeting, high school. Supt. J. M. Thompson, presiding.

Address of welcome, Chancellor James R. Day, Syracuse university.

Address of welcome, Supt. A. B. Blodgett, Syracuse public schools.

Address of welcome, Supt. J. M. Thompson, president Academic Principals' Association.

Response and annual address, Supt. F. D. Boynton, president New York State Teachers' Association.

Address, Mr. Howard J. Rogers, First Assistant Commissioner of Education.

THURSDAY, DECEMBER 28, 9 A. M.

Union meeting at high school. Prof. A. P. Brigham, president State Science Teachers' and Prin. M. A. Root, president Grammar School Principals' Council, presiding.

Round table discussion. Topic, "The Relations of the Education Department to State Educational Activities." Led by State Commissioner of Education Hon. A. S. Draper. General discussion.

THURSDAY, DECEMBER 28, 2 P. M.

Section meetings at high school. Normal section, Prin. Geo. K. Hawkins, president, joins with the State Training Teachers' Association.

The grammar school section, Dr. Chas. O. Dewey, president, meets with Grammar School Principals' Council.

The science section, Supt. D. L. Bardwell, president, meets with the State Science Teachers' Association.

The commercial teachers' section meets separately with Inspector I. O. Crissey as president.

The nature study section meets separately with Principal S. P. Moulthrop as president.

The drawing section meets with the State Drawing Teachers' Club, Miss Helen E. Lucas, president.

The classical section meets with the Classical Teachers' Association, Prof. G. P. Bristol, president.

The high school section meets under the direction of Dr. Oliver D. Clark, president.

The history section meets under the leadership of Inspector E. W. Lyttle as president.

THURSDAY, DECEMBER 28, 8 P. M.

Union meeting at high school, Supt. F. D. Boynton, president of the State Teachers' Association, presiding.

Address, speaker to be announced later.

FRIDAY, DECEMBER 29, 9 A. M.

At high school. Topic, "The Approved Course of Study," speakers, Third Assistant Commissioner A. S. Downing, Supts. H. P. Emerson and C. F. Carroll.

Topic, "The New Syllabus as Interpreted by the Examinations Division." Speakers, Chief of Examinations Division Charles F. Wheelock, and Supts. J. E. Banta and E. S. Redman.

General discussion will follow both topics.

Federation—discussion and vote.

Business meeting.

Adjournment.

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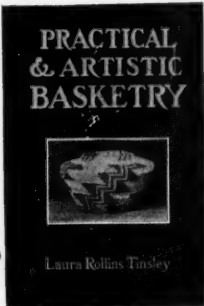
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Iowa State Association.

The following are among the speakers announced to appear on the program of the Iowa State Teachers' Association meeting to be held in Des Moines, Dec. 26-29: Supt. J. J. McConnell; Dr. Shailer Matthews, University of Chicago; Miss Sarah L. Arnold, dean of Simmons college, Boston; State Supt. W. W. Stetson, Augusta, Me.; Prof R. G. Moulton, University of Chicago; State Supt. J. F. Riggs, Des Moines; and Prof. M. G. Brumbaugh, University of Pennsylvania.

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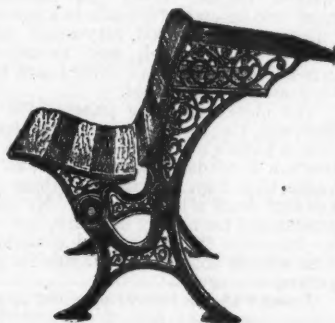
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The Lincoln Improvement Prizes

Charles S. Hartwell of the Boys' high school, Brooklyn, again calls attention to the Lincoln Improvement Prizes which have done so much to encourage students in their work. "The true standard of success for a public high school," writes Mr. Hartwell, "is what it accomplishes for the poorer scholars rather than for the best scholars. True teaching power is shown in the number of pupils encouraged to make better use of their opportunities, and not in the number crowded out of the school or grade. Statistics show that about one-third of the pupils in American high schools drop out or fall behind.

Every true educator recognizes the fact that he is doing the state a service if by some means or influence he succeeds in keeping boys and girls in the school until they have finished the course. One of the means employed is the recognition of the improvement of pupils over their own record. The Lincoln League Honor Roll in deavors to do this very thing and since its organization has succeeded to a marked degree. Since the announcement and special offer made in a previous bulletin issued in 1903, fifty-seven prizes of five dollars each and twenty-two prizes of two and a half dollars each have been awarded and paid.

The object of these prizes, says Mr. Hartwell is to promote improvement over a pupil's own record, and so no distinction is made between those who advance to a high average and those who advance from a low average. No one is condemned for having been low, but only by inference those may feel condemned who remain low or deteriorate in their general averages.

A proof of the beneficial effect of such prizes lies in the fact that greater improvement is made as the prizes are better understood. For instance, in the Boys' high school of Brooklyn, the highest number of credits, for the first award secured by any pupil was 14, in the second and third it was 17, and in the fourth 18. In the first award at the Manual Training high school the highest number of improvement credits received by any pupil was 11, in the second and third awards it was 13, while in the latest award it was 16. When the amount of improvements, reckoned every time on the same scale, increases with time, and the number of pupils reaching a standard of improvement fixed as worthy of special mention also increases, the promoters of the idea of recognizing improvement may feel encouraged.

Mr. Hartwell has received several inquiries on the method of ascertaining the names of those pupils in any high school who may have earned Lincoln prizes. In answer he says that the surest and simplest method seems to be the following: Let the principal designate some teacher who is interested enough to give a few hours, to decide the winners. Let him choose three careful pupils to help him. The records of promotion marks for the latest three terms, pupils of the same grade together, are placed in the hands of these three pupils. As the first pupil calls the first name and term mark the second calls the mark for the next term. If this is higher than the first the third pupil states the corresponding mark for the third term. If this proves still higher the teacher records the name and the three percentages in order. Whenever either the second or third term mark

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drops below, or the name fails to appear three times, the committee pass on to the next name. Taking names in alphabetical order and in order of grades so that none may escape notice, the task is both simple and sure. The lowest grade in school will be ineligible, and none of the names in the second grade need be examined except those of pupils who have spent two terms in the first grade. When the names of all who have improved steadily have been drawn off, the additions and subtractions required by the rules may be made by the teacher, and those who have secured the highest number of credits are declared the winners. To illustrate, take two cases mentioned above. Gilmour gained from 76 to 88 per cent., or 12 per cent. To this are added two credits, because the third mark was over 85, thus making 14 credits. Gribbin advanced from 67 to 85. Counting from 70, the promotion mark in his school, to 85, we have 15 credits; add two, making 17, as no reduction was made for failing to reach 80 per cent. the second term in the same grade.

The next prize is number fifty-two and the next honorable mention is number seventy. Any teacher interested should send their latest three average term percentages to Charles S. Hartwell, 473 Madison street, Brooklyn, N. Y., and they will receive his attention.

Co-Education Condemned in England.

Mrs. Howan, of the London county council educational committee, who has been in the United States studying the system of mixed education has finished her work and returned home. A London dispatch states that in her report at a conference of the Association of Headmistresses Mrs. Howan said that she found the system of co-education a great success, not only in schools, but in colleges, even in the case of girls of weak character. After the report was read the matter was taken up in an excited debate. Mrs. Bryant of the North London collegiate school for girls declared that the teaching of boys and girls in one class leads to the making of tomboys if to nothing more. It also leads to a sort of girl rowdiness in the streets, and in other classes it makes a person who goes automobiling and yachting, and does nearly everything but make feminine women. The action of the girls in such classes is to make one portion compete against boys beyond their normal reach, while other girls sink back in apathy, thinking themselves intellectually inferior.

Lady Verney also spoke against the report. In part she said: "It is a deplorable thing that the old-fashioned pride of womanhood in Great Britain is dying out. I mean the charming femininity of women, which no education should be allowed to kill."

When a vote was taken the objections of Lady Verney and Mrs. Bryant were upheld by a large majority.

Sewing Teachers Examination.

The following questions were asked in a recent examination for the position of sewing teacher before the civil service commission in Chicago:

Make a hemmed patch in striped gingham.

Make a buttonhole three-quarters of an inch long.

Darn a hole in a stocking.

Draft a skirt suitable for a gingham dress having three gores and a straight back, draft to be on a scale of twelve inches.

"Health," a weekly journal published in London, England, in speaking of anti-kamnia tablets, says: "There is no remedy so useful, and attended with such satisfactory results in the treatment of melancholia, headaches and emotional distress. We would suggest a few tablets for the family medicine chest, in readiness, when needed."

Teachers' Agencies.

AN AGENCY THAT RECOMMENDS ALL OVER THE COUNTRY Some interstate appointments of Women Teachers this year.

Pa. to Me.—Anna L. Bard, Factoryville, to Aroostook Normal. Pa. to Mass.—Rose E. Loetzer, Sayre, to Sandisfield. Mass. to Conn.—Mary E. Allen, South Hadley, to Shelton. N. Y. to N. J.—Mrs. Mary Morris, Amsterdam, to Point Pleasant. Va. to Pa.—Roxanna E. Marsh, Lynchburg, to Weatherley. N. Y. to Md.—Martha Smith, Syracuse, to Frostburg Normal. N. Y. to Va.—Ada M. Mallory, Phoenix, to Chatham. Ohio to W. Va.—Emma McKean, Cleveland, to Wesleyan University. N. Y. to La.—Florence E. Adams, Rochester, to Straight University. N. Y. to Mich.—Elizabeth B. McLellan, Ithaca, to Ypsilanti Normal. Cal. to Colo.—Frances C. Helden, Redland, to Denver Normal.

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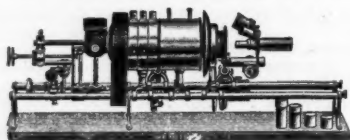
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